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ABSTRACT

Annual reports from 48 states, the District of Columbia, and two Canadian provinces, focusing on problems, activities, achievements, and other areas of interest to the postsecondary education community, are presented. A report was not received from Maine or Wyoming (no state agency). Most of the reports include information on enrollments, student aid, appropriations, program review, capital funds, new degrees, salary trends, and tuition. (SW)

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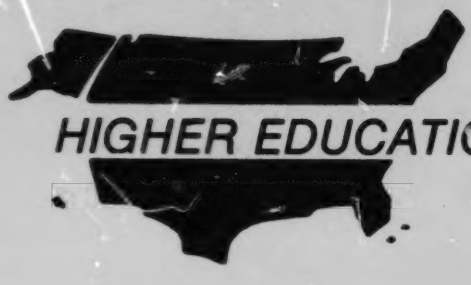

HIGHER EDUCATION IN THE STATES

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In This Issue: Contained in this issue are the annual reports from 48 states, the District of Columbia and two Canadian provinces focusing on problems, activities, achievements and other areas of interest to the postsecondary education community. A report was not received from Maine or Wyoming (no state agency), and three reports were received too late to include in alphabetical order: Vermont (page 251), Nevada (page 252) and the District of Columbia (page 253). The annual tabular analysis from these annual reports, "1979 Major Issues of Concern to State Higher Education Agencies," has been completed and is available on request from the ECS Department of Postsecondary Education.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ALABAMA

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Commission Evaluation

In June 1978 initial steps were taken to put into motion the second evaluation of the Commission on Higher Education. By early September, the members of the evaluation committee had been selected and confirmed. The committee was composed of five residents of Alabama and four out-of-state professionals in the field of postsecondary education. J. Gilmer Blackburn of Decatur, Alabama, was the chairman and Robert O. Berdahl, chairman and professor of higher education, State University of New York at Buffalo was the vice chairman. The committee presented its report to the governor, members of the legislature and the public on March 7, 1979. In addition to the full report, a summary brochure of the findings of the committee was published.

Long-range Plan

In January the governor requested of the commission a statewide long-range plan for postsecondary education for the period 1980-85. In an effort to allow development of a comprehensive plan to be used in consideration of the 1980 budget, a moratorium on all new programs and sites was established. An advisory group consisting of institutional representatives and outside consultants are assisting in the development of the plan. The Commission on Higher Education is reviewing all off-campus offerings of public two-year institutions and universities. The review procedures address two major concerns: duplication of services and quality. Essentially, each institution desiring to continue existing off-campus offerings or begin new offerings must present documentation that such offerings are needed and do not represent unwarranted duplication. Additionally, qualitative criteria such

Off-campus Program Review

HE 011 939

as faculty qualifications, adequacy of resources, admission and completion requirements and administrative services must be met. The basic premise is that off-campus offerings should be comparable to campus offerings.

Energy Conservation

The commission has been designated in the state energy conservation plan as the agency responsible for implementing an energy conservation program throughout public and private postsecondary education in the state. This agency will conduct workshops, create a newsletter for the exchange of ideas and make professional expertise available to the institutions. A utilities cost and quantity survey was initiated to supplement the commission's budget recommendations to the legislature and to evaluate the effectiveness of institutional energy conservation programs.

Commission Strengthening

In keeping with the recommendations of the evaluation committee report, a bill to strengthen the commission was drafted. As passed by the legislature, the bill authorizes the commission to review and approve new program proposals and new and existing off-campus offerings. In addition the bill expands the membership of the commission to 12 appointees, establishes the commission as the statewide long-range planning agency and designates the commission as the single state agency responsible for administration of the titles of the federal Higher Education Act of 1965.

Appropriations

As of the date of this report, an appropriation bill had not been passed by the 1979 legislature. The budget as approved by the house includes a slight increase in funds over last year. However, the appropriations for the institutions of higher education remain at the same level as the appropriations for 1978-79. In March 1979, the governor prorated funds for education because revenues were less than projected. In July this 6 percent proration was reduced to 3 percent with further reduction expected by the end of the year if revenue continues to increase. During the second special session of the 1978 legislature, $1,318,400 was appropriated to fund the State Student Incentive Grant Program (SSIG) for the 1978-79 academic year. In addition, Alabama qualified for $950,733 in matching federal SSIG funds.

Prorated Funds

Student Aid

New Grant Program

During the 1978 second special session, the Alabama student grant program was established to provide grants to bona fide residents of Alabama for undergraduate attendance at certain independent nonprofit Alabama postsecondary education institutions. The Commission on Higher Education was designated in the law to administer the program. On August 4, 1978, $3 million was appropriated from the special educational trust fund to provide student grants in 1978-79. Funding in this same amount of $3 million in the 1979-80 budget is still under consideration by the legislature. Grants for the 1978-79 academic year were $550 to each eligible student. Currently before the 1979 legislature are companion bills authorizing a state guaranteed loan program. This measure failed to gain approval during the 1978 session.

Nursing Study

Work has continued on the statewide study of nursing education. The advisory committee on nursing education will finish the inputs into the WICHE* model by late July, and a complete report is expected in December 1979. In addition to supply and demand projections by level of preparation for 1983, the study will also address, to some extent, the issues of minority representation and quality of programs.

In February the commission established a moratorium on new academic

*Western Interstate Commission for Higher Education

programs as well as new off-campus programs and sites. The moratorium will be lifted after the statewide long-range plan for postsecondary education is approved and implemented. This action is expected during the fall or winter of 1979. Prior to the moratorium, the commission approved seven new academic programs and disapproved five during the period July 1978 to February 1979.

Program Moratorium

ALASKA

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Commission Activities

1978-79 marks the completion of the third full year of operation for the Commission on Postsecondary Education. Tasks identified as start-up activities have either been phased into full implementation or are near enough to be so considered. Institutional licensing and authorization has gone full cycle and is now approaching the first batch of renewal authorizations. The state student loan program processing system has been enhanced by an ADP on-line system and the organization has been realigned to give greater recognition to functional areas and to the rapid growth of the program. The third printing of the *Directory of Postsecondary Educational Institutions*, an inventory of institutions, programs and financial aid opportunities, was completed.

Directory of Institutions

Commission Studies

Studies currently under way by the commission include a cooperative effort to investigate the viability of a funding formula that will apply to the community colleges and an academic program inventory and review. Continued activity in these two areas will be reduced due to a tight budget in 1980. An activity that will continue is the commission's annual survey of the state's high school seniors. This survey in the past three years has provided to both local school districts and the state's postsecondary education community information about the post-high school goals and aspirations of the annual group of graduates, as well as some feedback about what the graduates thought of their high school programs and services.

Student Loans

The state student loan program continues to be one of Alaska's fastest growing and most popular programs. In 1978-79 there were 3,320 loans totaling $6.5 million. The program, operational only since 1971-72, is rapidly reaching a mature stage where the number of loans annually eligible for repayment is approximated by the number of loans awarded annually. The number of loans in the repayment cycle will continue to accumulate at a rapidly increasing rate until 1988-89 when some stability and "plateauing" of the growth curve is expected. The program continued to make available maximum loans of $3,000 and $5,000 for undergraduate and graduate students respectively.

Institutional Authorization

The state's consumer protection law, which calls for the licensing of all postsecondary institutions that operate in Alaska, has provided the basis for the issuance of 47 certificates of authorization since it came into existence in mid-1976. Under that statute certain classes of institutions such as the statewide University of Alaska system have been granted exemptions from the application process.

Appropriations

General fund appropriations for 1979-80 reflect executive and legislative intent to impose greater fiscal control over spending and inflation. The general fund appropriation for operating the University of Alaska statewide system was set at $72.5 million with a total authorization of $170.9 million. Included in the appropriation, which is an increase of only 2.5 percent over last year's $70.7 million, is $535,000 as start-up operating costs for two new community colleges in the communities of Kotzebue and Valdez.

New University President

In July 1979, Jay Barton, a zoologist and vice president for academic affairs at the University of West Virginia, assumed the University of Alaska presidency.

ARIZONA

State Board of Regents
1535 West Jefferson
Phoenix, Arizona 85007
Robert A. Huff, Executive Coordinator

Robert A. Huff was named executive coordinator of the Board of Regents effective January 1, 1979, succeeding Lawrence Woodall, who retired.

Enrollments

1978 fall semester enrollments in Arizona public universities totaled 76,990 headcount and 63,242 audited full-time equivalent (FTE), a 1.4 percent increase in headcount and a 0.6 percent increase in FTE over the previous year. Arizona State University experienced an increase while the University of Arizona and Northern Arizona University experienced slight decreases.

Program Review

In October 1978 the Board of Regents adopted a detailed set of procedures for systemwide academic program review to complement the existing internal decennial review procedures. The systemwide review procedures call for outside consultants who will examine the quality of the programs, the resources available, the outcomes, the costs and other factors. The board in November 1978 also adopted an academic program inventory that identifies all of the approved academic degree programs offered by the three state universities.

External Graduate Degrees

A new policy governing the delivery by the state universities of external graduate degree programs was adopted. The policy establishes minimum standards that must be met before a university offers a graduate degree program in which students are not required to satisfy the normal period of campus residency required of all other graduate students. To date, no external graduate degree programs have been authorized for the public universities.

Funding Task Force

A task force composed of representatives from the central staff and from each state university was formed this year to develop recommendations concerning more rational, efficient and equitable ways to fund similar programs on the three campuses. In another area, a set of guidelines for the development of detailed mission and scope statements by each university was adopted by the board in March 1979. The guidelines include reasons for the statements, limitations of the statements, basic planning assumptions and parameters for the statements. The board anticipates adoption of the mission and scope statements by January 1980.

Mission and Scope

Course Equivalency Guide

The Higher Education Coordinating Council (HECC), a voluntary organization composed of the states' public and private institutions of higher education, produced the fifth edition of the *Course Equivalency Guide*, which describes the transferability of community college courses to the senior colleges and universities in the state. The HECC developed, collected and edited the material and the Commission on Postsecondary Education through its educational information center program handled the administrative details of the publishing.

Possible Affiliation

The growing involvement of Arizona's universities in academic, professional and extracurricular activities, brought about by geographical, economic and philosophical commonalities of interest, prompted the board to discuss the possibility of the three universities affiliating with the Western Association of Schools and Colleges. The board continues to study and investigate the matter during the summer of 1979.

Program Review and Personnel Classification

A three-year cost study has produced instructional cost data at all three universities. This report led the board to authorize a review of certain academic programs in teacher education, agriculture, engineering, architecture and mining. Classification specialists were employed by the board to continue the development of a legislatively mandated uniform classified personnel system for the nonacademic staff of the three state universities.

Student Health Care

The Board of Regents revised its policy on student health care services. The new policy emphasizes initial care designed to address the acute needs of students rather than offering more complex medical treatment. The professional quality of medical services must meet the standards of both the Ambulatory Care Council and the American College Health Association.

Tuition and Fees

In September 1978 the board adopted a set of policies concerning tuition and fees. Tuition and fees were indexed to the Consumer Price Index and a 10 percent surcharge for graduate students was approved. The legislature appropriated $150,000 to the Commission on Postsecondary Education to augment the state's match for the federal State Student Incentive Grants program in 1979-80. The program provided $1.6 million for needy students in 1978-79 and is expected to provide $1.9 million in 1979-80. The regents authorized the universities to waive resident fees for up to 6 percent of the full-time equivalent graduate student enrollment. The task force on a state guaranteed loan program submitted to the governor its report recommending Arizona's participation in this program.

Student Aid

New Board Policies

During the 1978-79 year the board adopted policies concerning credit for courses developed under contract, credit for foreign study, the definition of a unit of credit, priorities for funding persons in the WICHE* student exchange program, the format for new degree programs, and the acquisition or sale of real property. The Commission on Postsecondary Education developed and implemented the educational information center (EIC) program in 1978-79, that attracted broad participation with $92,000 generated by in-kind contributions.

EIC Program

New Community Colleges

The State Community College Board approved the establishment of two new colleges (Rio Salado and South Mountain Community Colleges) in the Maricopa County Community College District, as well as approved the establishment of a new campus for the Pima Community College District. A

*Western Interstate Commission for Higher Education

Two-year College Capital Funds

supplemental appropriation of $179,539 was provided the State Community College Board for capital outlay purposes for seven of the nine community college districts.

ARKANSAS

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M. Olin Cook, Executive Director

Long-range Plan

The State Board of Higher Education, augmented by five additional members, serves as the 1202 Postsecondary Education Planning Commission. The commission completed a long-range plan directed toward the period up to 1990 that was adopted during the fall of 1978. Numerous recommendations were made in the plan that will serve as a general guide for higher education in the state for the next several years.

Desegregation Plan

Considerable work was devoted during the year to further refinements in the state higher education desegregation plan. The general plan was approved by the U.S. Office for Civil Rights during 1978 with some areas on which additional work was necessary. The governor was notified during May that the plan had received unconditional approval by the Office for Civil Rights.

Appropriations

The General Assembly met during the early months of 1979 and higher education seemed well received based on the responsiveness of the legislature and the governor. Total operational funding increased by 21.4 percent for 1979-80 and an additional 10.5 percent for 1980-81. Some of the funding was included in a lower priority "B" category and may not be received by the institutions depending on the rate of general revenue collections received by the state. If the lower priority funds are not received, the increases will be 16.7 percent in 1979-80 and 10.2 percent in 1980-81. In addition to the operating funds, public colleges and universities received a total appropriation of $43,943,590 for capital improvements of which only $31,916,390 can be expected with any certainty. The remaining amounts will depend on the level of economic activity in the state. Included in the capital appropriations that are expected to be received is $1.5 million for improvement of instructional equipment and library holdings at all institutions.

New Community College Vetoed

The legislature approved funding for a new community college to be located in Jackson County, which would bring to seven the number of community colleges in the state. Since creation of a new college had not been fully researched by the Board of Higher Education, the governor vetoed the bill. The board will continue to study the need for additional institutions during the next year with recommendations made prior to the next session of the general assembly.

Classification and Pay Plan

During the 1977 legislative session, a higher education classification and pay plan was developed for classified personnel at the colleges and universities. The plan was implemented on July 1, 1977 and has been administered by the Department of Higher Education. During the 1979 session, the legislature merged the higher education plan with the classification and pay plan for all other state agencies and administration of the new single plan

will be carried out after July 1, 1979 by the Department of Finance and Administration (Office of Personnel Management).

Student Aid

The state scholarship program created in 1975 remains popular. When the program was created, only first-year students were eligible to receive grants under equal contributions by the state and the federal State Student Incentive Grant program. The program was expanded in 1977 to include second-year students and expanded again in 1979 so that third-year students will be eligible on July 1, 1979 and fourth-year students on July 1, 1980.

New State Constitution

The present Arkansas State Constitution was adopted by the citizens in 1874 and it has been amended 57 times. A constitutional convention was called by the 1979 General Assembly and work was begun in May to develop a new constitution for submission to the electorate during the 1980 elections. The boards of trustees at the public colleges and universities are protected by an amendment that was passed in 1942. The higher education community remains interested in continuing the constitutional protection of boards and provisions for state-level coordination of higher education.

EIC Program

The Department of Higher Education was designated as the agency to submit a proposal for federal funding under the educational information centers program. A plan has been developed and the program will be fully operational after July 1, 1979.

Personnel Changes

Major changes in personnel have taken place during 1979 in both the State Board of Higher Education and the Department of Higher Education. Mr. Beverly Lambert Jr., resigned as a member and chairman of the state board to become the state banking commissioner. Henry Gschwend, former vice chairman, was elected as the new board chairman. M. Olin Cook, director of the Department of Higher Education since 1969, resigned his position effective July 1, 1979. T. Michael Elliott was named by the board to become director.

CALIFORNIA

California Postsecondary Education Commission
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Patrick M. Callan, Director

Community College Finance

The Postsecondary Education Commission is authorized under statute to exercise a variety of planning and evaluation functions in the statewide coordination of postsecondary education, and it serves as a primary source of advice on postsecondary education policy for both the legislature and the governor. Throughout the 1978-79 session, the commission staff provided extensive analysis of fiscal issues to state agencies and the legislature, especially in the area of community college finance. Since Proposition 13 eliminated the former locally funded system of community college finance, the commission adopted a set of principles and a policy statement of development of a new permanent finance system. The commission has provided policy analysis and fiscal projections for all the community college finance bills pending before the 1979 legislature. In addition to community college finance, the commission staff provided extensive comments on University of California and State University and Colleges systems budget requests. The commission has been asked in the 1979-80 budget bill to

Budget Studies

conduct further studies in several of these areas as well as a cost of instruction feasibility study and an investigation of appropriate budget formulas for dealing with declining enrollments.

Five-year State Plan

The commission has the statutory responsibility to prepare and annually update a five-year plan for California postsecondary education. The third update of the plan, published in January 1979, contains a progress report on the major issues facing California postsecondary education, including equal educational opportunity, faculty and administrative affirmative action, financing postsecondary education, basic skills deficiencies and student financial aid. In anticipation of its second five-year plan, the commission staff has examined projections of the demographic structure of California's traditional college-going age population (18 to 24 year olds) for the 1980s and 1990s. The expected decrease in the size of that age cohort, coupled with fiscal restraints in the aftermath of Proposition 13, defines a new environment for postsecondary education planning. Planning for the 1960s and 1970s occurred in an era of growth in the number of students and in the available resources. Planning for the future will require an adjustment to stabilization and possible decline in both student numbers and financial support.

Population Projections

Health Education Plan

The commission has produced its first biennial health sciences education plan in response to legislative mandate. The document reviews enrollments and the number of graduates in medicine, nursing, dentistry, pharmacy and optometry in California institutions and discusses education and manpower issues in these fields. In general, the plan calls for no additional professional programs in these fields, but emphasizes the need for broader educational opportunity and for extending clinical training programs into underserved areas.

Program Review and Evaluation

The Postsecondary Education Commission is responsible for reviewing proposals for new programs of the three public segments and for making recommendations to the legislature and governor. During the year ending June 30, 1979, the staff reviewed a total of 79 proposals for new academic and occupational programs, 40 percent fewer than in 1978 prior to Proposition 13. Increasingly, the commission will be directing its attention to the evaluation of existing program review activities within the segments. The number and size of off-campus operations has been monitored by the commission's annual inventories of off-campus locations and programs for the past several years. The most recently completed inventory showed that there were approximately 4,500 locations where college courses, including certificate and external degree programs, were offered by both public and independent institutions. In 1978 the commission was requested to conduct a complete study of off-campus and extended-degree programs throughout the state that led to another similar inventory, with the addition of a survey of both faculty and students involved in off-campus education activities. It is expected that the final report will show not only the extent of off-campus involvement by postsecondary institutions but also the nature of the programs, the interests of the students and the quality of educational offerings. It is anticipated that policies will follow to insure that programs are not unnecessarily duplicated, that fees paid by students are appropriate and that the programs are being economically administered.

Off-campus Programs

Faculty Salaries Study

It is the commission's responsibility, in cooperation with the University of California and the California State University and Colleges, to report each year to the legislature and governor on the level of faculty salaries and

benefits required to maintain parity with selected comparative institutions. The commission's study is a statistical analysis of the academic marketplace and determines the competitive position of the two public systems. In December 1978 the commission issued its preliminary report with a final report published in April 1979 that included a preliminary analysis of faculty salaries in the community colleges using data generated from each community college district as well as that from a report by the American Association of University Professors. Another report on community college faculty will be presented in December 1979.

Equal Opportunity

Providing equal educational opportunity in and access to postsecondary education continues to be a basic concern of the commission. In May 1978 a report by the commission concluded that "during the past three years there has been a net decrease in the number of Chicano/Latino and Black students enrolled in the undergraduate and graduate programs at public postsecondary institutions." Commission staff is now preparing *Equal Educational Opportunity in California Postsecondary Education: Part III*, which will consider four basic questions: 1) where does California currently stand in the enrollment, distribution and persistence of ethnic minorities and women in postsecondary education? 2) what are the obstacles to further progress in expanding educational opportunities for ethnic minorities and women? 3) what programs and resources are being utilized to expand educational opportunities for ethnic minorities and women? and 4) what are the priorities within the student affirmative action effort and what new programs, if any, are needed? This report will be published in September 1979. Under a legislative mandate, the commission is to report to the legislature and governor on the "representation and utilization of ethnic minorities and women among academic, administrative and other employees" in the three public segments. While the first report is not due until 1980, the commission has collected and analyzed the first year's data (fall 1977) in a preliminary report.

Handicapped Students

After approving a state plan for increasing the representation of students with disabilities in public higher education, the commission worked during 1979 with the legislature, the Department of Finance and the public segments to insure adequate funding to meet the needs of handicapped students. During summer 1979, the commission will direct a special task force to establish operational guidelines for funding disabled student services programs in the three public segments. The guidelines are to be in place by September 1979.

Student Aid Policy Study

Supplemental language in the 1978-79 budget called for the Postsecondary Education Commission, in conjunction with the California Student Aid Commission, to appoint a policy study group to review student financial aid policies and goals and report findings and recommendations to the legislature no later than December 30, 1979. The study will include, but not be limited to, four major issues including how best to fulfill the purposes of student financial aid, the appropriate level of funding and methods of distribution for student aid, the responsibilities of different funding agencies — specifically federal, state, institutional and private and how the federal, state, institutional, private organization and student partnership be best implemented.

Admissions/ Articulation Task Force

The commission has established an intersegmental task force on admissions and articulation with representation from both public and private postsecondary segments to provide a forum for discussing issues related to undergraduate admissions and articulation, exchanging information, stimulating

research and anticipating problems that are likely to occur as a result of changes in the secondary schools and community colleges. The task force will also oversee a new study of the eligibility of California high school graduates for freshman admission to the University of California and the California State University and Colleges. During the year, two reports related to admissions and articulation were made to the commission, the first focusing on college-going rates over a four-year period of recent high school graduates by county of origin. The annual flow of students from the community to the university and the state university was also examined. In addition, the final report was made of a longitudinal study of about 30,000 students in 32 community colleges. The task force is attempting to obtain from both the university and the state university systematic reports of enrollment of community college transfer students, including information regarding differences in performance between those who were eligible for freshman admission on the basis of high school records and those who were not.

Lifelong Learning and Nontraditional Education

The commission has produced a series of reports and several staff papers on aspects of lifelong learning, with a common goal of adapting California's complex system of postsecondary education to the needs of diverse kinds of users. These reports have dealt with such issues as educational brokering, credit for prior learning and tested competencies, instructional media and characteristics of part-time students. Staff members have also developed active liaison and working relationships with other state agencies doing work related to nontraditional education. Several efforts to meet the needs of nontraditional students have advanced to a second phase. The pilot "community advisement centers," supported by federal funds, are one response to widely felt information needs on the part of people who cannot become full-time students but who want certain kinds of instruction or services. The instructional media report has led directly into a commission effort to create a statewide plan for the development and use of telecommunications in postsecondary education. The commission expects to provide to the legislature a summary report including recommendations for further activity in the field of lifelong learning.

Mandatory Continuing Education

The commission is currently examining the relationship of professional licensing requirements and mandatory continuing education. The study will address several issues including continuing education requirements, effectiveness of continuing education delivery systems and programs, access to continuing education opportunities and coordination of programs. In developing recommendations regarding the role of postsecondary institutions in mandatory continuing education, the commission will take into account the consumer need and cost for licensure of mandatory continuing education.

Statewide Information System

Designated as a primary source of postsecondary information in the state, the commission has developed a comprehensive statewide data base containing timely, accurate and comparable information collected from diverse sources, including California institutions. Two of the first five information files entered into the computerized system (enrollments and degrees conferred) were provided by the public segments. The remaining three categories — institutional characteristics, academic and occupational program inventories and off-campus centers inventory — use data collected from a variety of information sources, ranging from statewide surveys to computer based information systems. As the 1202 commission, the Postsecondary Education Commission also conducts information surveys for

the Equal Employment Opportunity Commission and the National Center for Education Statistics. The data collected are used in three annual information publications: the *Information Digest*, the *Directory of California Colleges and Universities* and the *Inventory of Academic and Occupational Programs in California.*

Information Publications

The commission's third annual *Information Digest* provides a quantitative overview and analysis of the condition of California's postsecondary educational system, and an assessment of major changes and trends occuring over the past five years. Information on enrollments, degrees conferred, faculty, finance and financial aid is continued and expanded in the 1979 edition. California and national comparative trends are included in the sections on enrollment and degrees conferred.

An important function of the commission involving both statewide coordination and planning is the administration of federal programs for postsecondary education. As administrator of six federal grant programs, the commission during the past year has integrated all federal programs into the overall planning cycle for California postsecondary education. It has recognized the need for better planning, not only for state programs and funds, but also for federal programs and funds. The result has been increased coordination between these programs.

Federal Programs Administration

COLORADO

Commission on Higher Education
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Lee R. Kerschner, Executive Director

In February 1979 the Commission on Higher Education presented to the General Assembly the first annual report on the implementation of the master plan for postsecondary education in Colorado, published in 1978. The report noted that in fall 1978, the state had experienced a decline in postsecondary headcount enrollments for the first time in 25 years. Recognizing the centrality of enrollment assumptions to sound educational planning and budgeting, the commission appointed a special task force on enrollments to review and refine statewide and institutional projections in light of the complex population, migration and employment trends that particularly affect Colorado as one of the nation's major energy resource states. The findings and recommendations of the task force are expected to be available later this year. A number of other major issues outlined in the master plan affecting both the short- and long-range future of higher education in the state will continue to be addressed within the context of the commission's master planning responsibilities.

Master Plan

Task Force on Enrollments

High on the list of some 26 issues identified in the 1978 master plan was the question of what changes, if any, should be made in the administrative structure of the Auraria Higher Education Center. Under conflicting pressures for merger, consolidation and the maintenance of individual autonomy among the three institutions comprising the Auraria complex,* the commission issued strong challenges to the three governing boards to eliminate duplication of academic programs, consolidate appropriate

Auraria Higher Education Center Problems

*University of Colorado at Denver, Metropolitan State College, Community College of Denver

academic support services and centralize nonacademic administrative services. Finally, drawing on the provisions of Colorado's widely-discussed "sunset" law, under which the commission itself is scheduled to terminate on July 1, 1983 unless continued by the legislature, the commissioners recommended to the General Assembly that it place the Auraria Higher Education Board and the three constituent institutions under the provisions of that same statute, with their accomplishment of the recommendations for the consolidation of programs and services to be included in the performance audit required for their sunset review. The legislature responded by directing the commission to recommend to the legislature, no later than January 15, 1980, the termination, merger, continuation or restructuring of the Auraria Center and its constituent institutions.

Reorganization Attempt

Without doubt, the most widely discussed and controversial piece of higher education legislation in the 1979 session was the far-reaching 323-page senate bill, known as the Fowler bill. The bill proposed the combining and consolidating of existing statutes concerning higher education in Colorado, and a substantial reorganization of the postsecondary education structure of the state, merging several existing institutions and providing individual governing boards for the remainder. The institutions and their boards were to be included within an overall department of postsecondary education, with significant increases in the duties and responsibilities assigned to the Commission on Postsecondary Education. The bill included role and mission statements for each institution specifying the range and type of programs authorized for each, and gave statutory weight to the planning directions set forth in the commission's statewide master plan. Following extended discussion and debate, both in committee and on the floor of the senate, the bill was finally declared lost on second reading. However, a number of the issues it addressed can be expected to receive continuing attention in the course of further planning for postsecondary education in Colorado.

Proposed Retrenchment and Institutional Changes

The primary vehicle for providing legislative direction to public higher education in Colorado continues to be the appropriations bill — the "long" bill. In the course of its development, a sense of need for consolidation, reduction in the range of publicly supported offerings and services and general belt-tightening became further evidence of the mood of the times. In the executive budget recommendations, for example, there was a proposal to phase out the teacher education program at the University of Colorado at Boulder, consolidating efforts in that field at the University of Northern Colorado and strengthening the role of the university in Boulder as a center of excellence in scientific programs. Although this proposal was not adopted in its entirety, the discussion it generated served to focus attention on the possibilities for more precise role delineation and differentiation between the two universities, as well as the increasing importance of such definitions as a key component of the statewide master plan.

Legislative Mandates

Among specific directives to the commission contained in the 1979-80 "long" bill were charges to: 1) develop a plan for assessing and increasing faculty productivity; 2) develop a program to provide for the systematic referral and transfer of students among community colleges and four-year colleges and universities (articulation); 3) assume direct responsibility for administering the distribution of state funds appropriated for capital outlay, including the development of criteria and methods for their allocation; 4) monitor the transfer of funds appropriated for both instruction and instructional support among the Auraria institutions for the purpose of

consolidating academic programs and centralizing instructional support services within that complex.

Degree Standards

In order to insure greater comparability among the range of associate degree programs offered by the state's two-year community colleges, the commission encouraged the State Board for Community Colleges and Occupational Education to develop definitions and minimum standards for the awarding of such degrees. The board developed, and the commission approved, designations and standards for four categories of degrees — the associate of arts (AA), associate of science (AS), associate of applied science (AAS) and associate of general studies (AGS). The common element in all four degree programs was the inclusion of specified amounts of general education, with variations in those amounts according to the nature and purpose of the respective degree programs.

Program Review

Statewide studies were completed of existing program offerings in teacher education and nursing. These contained useful data and guidelines for the continuation, modification or closure of existing programs, as well as for the appraisal of any new program proposals in these disciplines. A third such statewide review is to be conducted this year covering programs in agriculture. In addition, a comprehensive review and assessment of low-producing programs in all disciplines, in terms of numbers of degrees conferred, has provided a substantial basis for recommendations for the termination or consolidation of a number of such programs, with justification for the continuation of others to be considered on an individual basis. In April 1979 the commission published a new edition of its official program registry, *Degree Programs Offered and Certificates and Degrees Conferred in Colorado Colleges and Universities.*

and Inventory

Student Aid

The legislature reduced 1979-80 state funding for student aid by $3.4 million on a base of $17 million, with $2.2 million of that reduction coming from undergraduate need-based grants. The reduction was based on a comparison of per capita student aid expenditures in Colorado and in neighboring states. The legislature also directed that five institutions experiencing declining enrollments should receive special consideration in the allocation of student aid to encourage increased enrollment. Suit has been filed by Americans United for Separation of Church and State challenging the one program of state-funded student assistance available to students attending private institutions. The legislature, however, has fully funded the program for 1979-80. A separate attempt to include students attending private institutions in other state-funded assistance programs was defeated in the legislature.

Aid to Private

New Loan Program

The legislature has authorized creation of a new state agency to operate a student loan guarantee program. A public nonprofit corporation will also be established to issue revenue bonds and to operate a secondary market or direct lending program. The 1979 legislature appropriated funds to continue an optometry student grant program providing support for 20 students to pursue courses of study in optometry through the WICHE* student exchange program.

Optometry Grants

Reciprocity

During 1979 the legislature made permanent the Colorado undergraduate fellowship program, previously authorized for a trial period of three years.

*Western Interstate Commission for Higher Education

The program authorizes the exchange of up to 50 undergraduate students per year with other states, with a reciprocal waiver of nonresident tuition differentials. One of the issues identified in the 1978 master plan as requiring additional study concerned the level of state support appropriate for intercollegiate athletics. The commission staff is completing this year a study of this issue as it related to the variety of athletic endeavors associated with the higher education enterprise.

Intercollegiate Athletics Study

Outreach Programs

In response to its statutory mandate to "develop a unified program of extension offerings, . . . and . . . integrate the extension functions of state-supported institutions of higher education," the commission published a 1979-80 revision of the manual, *Outreach Policies*. Among the policies is one reflecting the agreement with military base education directors in the state under which the directors make first call on appropriate Colorado outreach institutions for instruction needed by the personnel they serve. Under this policy, the outreach institution assigned the service area in which each base is located provides the needed services, unless it is unable to do so. In that event, the education director contacts the commission for referral to appropriate alternative outreach institutions. Out-of-state institutions are invited to deliver the instruction only when it has been determined that Colorado institutions cannot.

Electronic Technology Task Force

In April 1979 the commission authorized the establishment of a task force to study the implications for higher education of new developments in the area of electronic technology. The task force, which will be asked to report its findings and recommendations to the commission by July 1981, is charged to project the development of the various media technologies, determine their potential impact on higher education and propose policies and procedures for the effective utilization of electronic technology in the state's higher education delivery systems.

CONNECTICUT

Board of Higher Education
340 Capitol Avenue
Hartford, Connecticut 06115
Michael D. Usdan, Commissioner

New Board,

Board Members,

Staff and

Functions

The Board of Higher Education, a policy-making and coordinating board created in 1977 to replace the Commission for Higher Education, consists of 20 voting members, of which 6 are appointed by the governor and 6 by the legislature. Additionally, there is a representative on the board of each of the five unit boards responsible for operation of the 22 institutions in the public system and for the granting of external degrees, a representative of the Conference of Independent Colleges and 2 students, elected by students at the two- and four-year institutions. The Commissioner of Education is an ex officio member. During 1978 the board completed staffing the agency, consisting of a commissioner, deputy commissioner and 24 professional staff members. The functions of the board are carried out through four offices: budget and financial analysis, planning and academic affairs, management systems and statewide services and the commissioner's office. Much of the board's work is accomplished through its committees, including finance and facilities, planning and student policy and an executive committee. In December 1978, in accordance with the enabling statute, an advisory council of business, educational and civic leaders was appointed.

Also mandated is a faculty advisory committee. The board is aided further in carrying out its responsibilities by advisory committees on affirmative action and the concerns of the handicapped.

Statewide Studies and Recommendations

Many of the board's activities this year have been oriented toward the development of the proposals and recommendations on system organization and related matters that the board must present to the legislature by September 1, 1979. Staff research and studies on various aspects of higher education, such as enrollment, facilities utilization, program duplication, tuition and fees, student financial assistance, aid to independent colleges and other issues will form the basis for the board's proposals. The board held a number of public hearings and a series of regional soundings with business and community leaders in various regions of the state to explore the needs for higher education and how to improve response to those needs. Board members deliberated the major issues relating to structure and organization at a series of board workshops.

Legislative Actions

Among higher education legislation passed during the 1979 legislative session were 1) a measure that will allow the Board of Higher Education to accept private contributions to support board projects; 2) one adding a member representing the accredited proprietary schools in the state to the Board of Higher Education on October 1, 1979; and 3) an act eliminating the 10 percent forgiveness on student loans previously available to students who completed the program for which the loan was granted and who had yearly family incomes under $20,000.

Appropriations

The appropriation for 1979-80 was $179.4 million, an increase of 1.15 percent over 1978-79. The board's requested 1979-80 budget totaled $195 million. This appropriation, however, does not include either adjustments for collective bargainig, which will be allotted after pending negotiations are finalized, or a fuel needs adjustment to be allotted from a central account. The appropriation represents 7.5 percent of the total state budget, but is expected to reach approximately 8 percent after the adjustments are made.

Student Aid

An estimated 11,000 Connecticut residents received student financial assistance awards totaling approximately $9.1 million during the 1978-79 academic year. This amount includes approximately $825,000 in federal State Student Incentive Grant funds. Approximately $4.7 million provided financial assistance to students through the state's program of aid to independent institutions, and approximately $4.4 million supported seven other state student financial assistance programs. In addition to these programs, public colleges provide financial assistance by waiving tuition for up to 10 percent of their students. The appropriation does not reflect other board-administered programs that indirectly provide aid to students enrolled in out-of-state schools of optometry or veterinary medicine. Students served by all programs attended over 325 institutions in 38 states.

Proprietary Accreditation

Accreditation (authority to confer degrees) was granted for the first time to a proprietary institution, Briarwood College, formerly called Briarwood School for Women. In February 1979 the board adopted a policy to expedite the review and approval of new programs on the basis of existing expertise. Institutions eligible to participate must be accredited by both the state and the New England Association of Schools and Colleges. Existing expertise is based on the relationship of the proposed program to existing accredited offerings by level and discipline areas. Doctoral and post-baccalaureate professional programs are not included.

Program Review and Approval

Enrollment

Total enrollment (153,710) in Connecticut colleges and universities increased 1.35 percent for fall 1978 over fall 1977. This increase was due to increases in part-time students and in the number of women participating in higher education. Full-time undergraduate enrollment at public colleges (45,416) declined in 1978 (3.7 percent) while full-time undergraduate enrollment at the independent colleges (29,808) increased slightly (0.5 percent). This was the third year that a decrease in full-time enrollment occurred. Part-time undergraduate enrollment increased at both public (6.2 percent) and independent colleges (3.6 percent), an increase of 5.4 percent over 1977. Total graduate enrollments increased in both full-time (9,030) and part-time (20,921) students.

Degrees Granted

A total of 26,784 degrees were conferred during the 1977-78 academic year. Of these, 15,398 were granted by the publicly supported colleges. Male recipients accounted for 13,747 or slightly more than half of the degrees granted. Of the total, approximately 4,200 of the degrees were associate degrees from a two-year institution and 430 were doctoral degrees. The Board for State Academic Awards, which helps students to accumulate credits and offers credit by examination, awarded 113 external degrees.

Cooperative Programs

Cooperative efforts between the State Board of Education and the Board of Higher Education have been expanded during the past year. An adult-vocational-technical education planning committee has been organized, chaired by a business executive and composed of members representing business, industry, government, education and community groups. This committee will provide a status report on policy response and specific action to strengthen the delivery system for occupational education and training.

EIC Plan and Program

The Board of Higher Education's 1979 state plan amendment for educational information centers (EIC) establishes a statewide network of postsecondary education information and counseling providers. The board has endorsed the position taken by the State Higher Education Executive Officers (SHEEO) that, to be cost effective, "center" should be interpreted not necessarily as a place, but rather as an integrated statewide effort to develop an effective network of information services. The board staff will coordinate the dissemination of information on network activities. The primary component of the EIC network will be a statewide information and referral toll-free telephone service. The center's hot line will operate as part of an education/employment information, counseling and job placement center in cooperation with the job service of the State Labor Department, the governor's special Comprehensive Employment and Training Act program, the State Department of Education and the State Occupational Information Coordinating Committee.

DELAWARE

Delaware Postsecondary Education Commission
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Wilmington, Delaware 19806
John F. Corrozi, Executive Director

Enrollment

Opening fall enrollment in 1978 for postsecondary education in Delaware showed a negligible increase over 1977 enrollment, reflecting a slight decrease in full-time and an increase in part-time enrollment.

Appropriations

Appropriations for postsecondary education included in the state's 1979-80 budget totaled

$62,068,400, an increase of about 7 percent over the fiscal year 1979 budget. Delaware State College was required by the state to submit a zero-based budget for its 1979-80 budget request. All state agencies, including postsecondary institutions, will utilize zero-based budgeting for their 1980-81 requests.

Zero-based Budgets

Legislation requiring licensing of out-of-state colleges offering programs in Delaware was enacted by the General Assembly in June. The new law requires that the State Board of Education evaluate and approve courses and programs of out-of-state schools. Previously, only those colleges incorporating in the state required state board approval.

Out-of-state Licensing

The state appropriation for student aid included in the 1979-80 budget totaled almost $2.5 million, an increase of 9 percent over the fiscal year 1979 appropriation. Scholarship reciprocity agreements with the states of Pennsylvania and New Jersey were established. Authority for State Student Incentive Grant programs and state grant programs was transferred from the State Board of Education to the Postsecondary Education Commission. A transfer of credit policy, the first comprehensive statement of this kind for Delaware, was developed jointly by the public colleges.

Student Aid

The Wilmington and Stanton campuses of Delaware Technical and Community College have taken the first steps in their planned administrative consolidation by merging their continuing education divisions. The Board of Trustees plans to complete the overall consolidation by July 1980.

Institutional Merger

Widener College of Pennsylvania was granted university status by the state of Pennsylvania. Two units of Widener University — Brandywine College and the Delaware Law School — are located in Delaware. Widener's main campus is located in Chester, Pennsylvania.

College to University

The first presentation of statewide goals for postsecondary education was developed through a series of public meetings. The Postsecondary Education Commission will review and update the goal statements annually. Delaware's new educational information center program (EIC) is fully operational and functioning on a statewide basis.

Statewide Goals

EIC Program

FLORIDA

State Department of Education
W. V. Knott Building
Tallahassee, Florida 32301
Roger Nichols, Deputy Commissioner

The following report was submitted by the Postsecondary Education Commission (Charles B. Reed, Director), from information supplied by the Division of Community Colleges (Lee G. Henderson, Director) and the State University System of Florida (E. T. York, Chancellor).

Passage of an omnibus higher education bill and the 1979 appropriations act were the most significant events of the year, perhaps the decade, for the State University System of Florida. Both pieces of legislation represent major advances toward the system's long-range goal of achieving nationally recognized quality education. Significant changes are contained in the

Major Legislation

106-page higher education bill, which was signed by the governor on June 28.

New Study Commission

A major provision of the bill establishes a joint legislative and executive commission on postsecondary education to study a broad range of topics including governance, organization, facilities, program review and approval, finance of state postsecondary education and the role of the independent sector. The commission is required to make a report to the legislature by March 1, 1980. The bill also requires that the Board of Regents adopt a systemwide master plan by October 1, 1979 that will identify service areas for continuing education and extension programs, and identify degree programs to be offered at each university. In addition, the plan is to include recommendations concerning the "upper division" concept, currently the academic structure at four of the state universities.

Regents' Master Plan

"Commission on the Future" Report

A number of legislative actions resulted from the findings and recommendations of the "Commission on the Future of Florida's Public Universities," a citizen panel that studied the university system for 18 months and published its report late in 1978. The commission found that Florida had made much progress in the development of its university system, but that there were some serious deficiencies. The state had done much to provide access to higher education, but the task was only partially completed. Enhancing the quality of the public universities must take precedence over accommodating numbers. Thus the phrase "a task half done" became the theme of the system's legislative/governmental relations program during 1978-79. Several changes recommended by the commission were made in the area of funding for the university system in the omnibus bill. In addition to enrollment-based appropriations, the bill requires a categorical funding program to be established, not directly related to student enrollment. In an attempt to increase funding stability, the bill introduces the corridor concept of funding that will hold allocations to the universities at a predetermined level if an institution fails to meet its enrollment projection — within specified limits. The bill also includes a formula for distribution of quality improvement funds.

New Funding Formulas

Endowment Fund

An unusual, if not unique, approach to encouraging private support of the state universities, a $10 million endowment trust fund for eminent scholars, was established to provide state "challenge" funds to be matched by the universities on a one-and-one-half to one basis by gifts from private sources.

Aid to Private — Vouchers

Another feature of the higher education bill is a state tuition voucher fund for qualified students who attend certain categories of private colleges and universities in the state, an effort to attract Florida's brightest students to Florida institutions and to provide some tuition equalization between the public and private schools.

Delegation of Functions

A number of functions formerly assigned to the Board of Regents were delegated to the universities, a trend the regents have promoted over the past several years. Several improvements in management efficiency sought by the regents were incorporated into the higher education bill, including a provision that the State Department of General Services will delegate to the State University System functions and duties in such areas as building construction, approval of construction release of buildings, acquisition of property and acquisition of architectural services.

In their 1979 legislative budget request, the Board of Regents sought specific categorical funding for a variety of programs aimed at improving program

Appropriations

quality, The legislature responded by appropriating some $58.2 million in the educational and general budget for 1979-80 and $41.9 million for 1980-81 as "enhancement" funding. This represents an increase over the 1978-79 budget base of 19.4 percent the first year and 14.0 percent the second year of the biennium. The legislature also appropriated approximately $8 million and $12 million for the biennium as enhancement funding for the special budget units (agriculture, medicine, etc.).

These enhancement funds included $18 million for scientific and technical equipment and $10 million for library acquisitions above the formula-generated funds for these purposes. Also included were lump-sum appropriations of $9 million the first year and $23 million the second year for "quality" improvement. Increased funding for salary improvement, workload and inflation adjustments were in addition to the enhancement funding for both the education and general and special budget units. Altogether, the appropriation increases were the largest in the history of the system.

State Economic Improvement

The State University System's commitment to assisting in improving the state's economy was reinforced by the final report of the legislature's joint committee on economic policy, which said, "The resources and expertise within the State University System represent a source of great potential assistance to the state in its efforts to improve the economic well-being of its citizens and reflect our state's commitment to excellence in educational programs. These resources and talents should be utilized optimally by establishing an economic development assistance program within the State University System." A research and development commission was created to regulate the development of university-related research parks. At this time four parks have been authorized in four counties in cooperation with area universities.

Negotiated Salary Schedule

In March 1979, the Board of Regents and the United Faculty of Florida signed what both parties called a landmark agreement that includes the nation's first negotiated salary schedule for public university faculty and professional employees. The parties did not agree to a general increase for the 5,000 faculty and professional employees at the state universities, nor did the legislature provide a general increase. Instead, the legislature appropriated a 7 percent increase, which was divided between incremental step increases, initial slotting costs, librarian special increases, fringe benefit improvement and discretionary salary increases for competitive recruitment and retention of faculty. A 6 percent increase in 1980-81 was similarly divided.

Salary Increases

Two Year Colleges: Enrollments

Fall 1978 enrollments in Florida community colleges grew to 190,726 students, an increase over fall 1977 of 3.98 percent. However, estimated full-time equivalent (FTE) generation amounted to only 2 percent over the preceding year, thus continuing the pattern of modest head-count growth without a commensurate growth in FTE generation. In 1978, the legislature adopted biennial budgets. The 1978-79 community college budget is $220,852,341, a 12 percent increase over the worth of an FTE from the previous year. The 1979-80 budget calls for dollar increase over this year's budget to $234,043,210 or 8.2 percent increase. The proposed community

Budgets

college budget also includes a $2.5 million appropriation for library books and purchase of scientific and technical equipment.

Vocational Education Coordination

The 1978 legislature mandated the development of a uniform coordinated system of vocational education. By March 1979, a plan was developed that provides for common definitions, equitable procedures for charging fees, comparable placement and follow-up evaluation information and the integration of the component parts of a separate vocational education management information system into the public schools and community college management information systems. It is estimated that it will cost $40,000 to determine the impacts and feasibility of the policy. A policy study is proposed for 1979. The Florida community colleges joined community colleges around the country in attempting to convince federal authorities to modify aspects of the Federal Vocational Education Data System. Questions have been raised concerning the accuracy of the data produced by the system as well as the administrative costs of implementation.

Administration/ Faculty Ratios

In 1978, the legislature directed the State Department of Education to study administrative/instructional ratios in community colleges and to make recommendations to the 1979 legislature. The study concluded that there were legitimate differences between college administrator/faculty ratios within the system. The study recommended to the legislature that the individual college's board of trustees be assigned the responsibility for staffing and developing personnel policies, and that these decisions be at least partially based upon a personnel and staffing study that would be conducted annually by the Division of Community Colleges.

GEORGIA

Board of Regents of the University System of Georgia
244 Washington Street, S.W.
Atlanta, Georgia 30334
Vernon D. Crawford, Acting Chancellor

Two- to Four-Year College Status

The University System of Georgia, composed of 32 universities and colleges, had a year of continued growth and development in the areas of undergraduate and graduate levels. The Board of Regents authorized the conversion of Kennesaw Junior College to senior college status effective in fall 1978.

Enrollment

Enrollment in the University System decreased 1.9 percent from the 1977 fall quarter to the 1978 fall quarter. In 1977, 127,125 students were enrolled and in 1978 the enrollment decreased to 124,767.

New Degree Programs

New degree programs approved during the year included a master of health education with a major in physical therapy at the Medical College of Georgia, and a master of science in genetics degree as well as a Ph.D. degree in molecular and population genetics at the University of Georgia. On the baccalaureate level, new degree programs included a bachelor of science in health physics at the Georgia Institute of Technology and two — psychology and nursing — at Georgia Southern College. In addition, majors in biology, geology and mathematics were added at West Georgia College, and majors in education and political science under both the bachelor of science degree and bachelor of arts degree were approved for Kennesaw College. New associate in science programs were approved for Armstrong State College, Columbus College, Albany Junior College, Brunswick Junior College and

Dalton Junior College. Dalton Junior College was also approved to offer a new associate of arts degree and two associate of applied science degrees.

Cooperative Programs

Interest continues to be shown in cooperative programs and agreements. Dalton Junior College entered into agreements with the University of Georgia and with Georgia State University to coordinate vocational education degrees at the associate and baccalaureate levels. An associate in science degree in medical laboratory technology was approved for Gainesville Junior College in cooperation with the North Georgia Technical and Vocational School. Macon Junior College in cooperation with the Macon Area Vocational-Technical School was approved to offer two new majors under the associate in applied science degree.

Health Education

A total of 102 health professions programs are now offered in 27 units of the University System with a 1978 fall enrollment of 6,619. Nursing continued to have the largest enrollment with over 3,100 students pursuing associate, baccalaureate or master's degrees. There were five new programs approved during the year and in December 1978, a 10-year plan for the further development of Armstrong State College as a regional health professions education center was approved.

Public Service and Continuing Education Programs

Public service programs conducted in the system during 1977-78 reflected a high degree of awareness at the institutions of the need for extensive and diverse forms of higher education beyond those provided in the classroom and laboratories of traditional campus settings. During the year, 3,434 nondegree continuing education programs were conducted with 4.8 million participants for 8.4 million participant hours. Typical programs conducted included conferences, seminars, short courses, workshops, symposiums, institutes, exhibits and demonstrations of techniques. There was progress in the system's program to facilitate increased use by state government agencies of public service programs and more than 10,360 persons participated in 388 development and training programs conducted for these agencies.

Research

The major research effort of the system takes place in the four university-level institutions. Some 2,700 proposals totaling more than $173 million were submitted to funding agencies during 1977-78 and over 1,900 grants totaling $82 million were awarded in support of previously proposed research activity.

Regents' Test

The tests required in the regents' testing program of all undergraduate students in all institutions continue to be of inestimable value. These tests, which include the writing of an essay, have served to strengthen the English composition program in the state by placing a greater emphasis on basic literacy. They are administered at the system level and each institution provides remediation for those students having difficulty with the tests. Students who have not passed the regents' test by the time they have earned 105 quarter credit hours (excluding physical education activity courses and ROTC) are limited to taking only remedial or review English reading and writing courses until they do pass the regents' test. During 1978 enrollment in the University System's required special studies program reached almost 13,000 and test scores and student grades indicated that students were benefiting from the program. The system's basic skills examination in reading, mathematics, English grammar and writing was developed over the past two years and now serves as the systemwide placement test.

A total of 124 students from institutions of the University System

Studies Abroad

participated in the 1979 studies abroad program. Thirty-seven were enrolled in Rome; 32 in Dijon, France; 30 in Erlangen, Germany; 12 in Valencia, Spain; and 13 in Mexico City. All courses provided students an opportunity for intensive on-site language and culture study while they earned 15 quarter hours of "on-campus" academic credit.

Legislative Actions

The 1979 legislative session was a relatively quiet one insofar as the University System was concerned. There were only 34 bills and resolutions affecting system operations that were passed and signed into law by the governor. Most of this legislation was routine — such as amendments to the Teachers' Retirement System law, resolutions commending several long-time employees of the University System, etc. Among other bills of interest to higher education that passed were: 1) an act creating the Georgia Council for Energy Resources; 2) a resolution creating the educational accountability subcommittee to consult with appropriate educational bodies and organizations and submit recommendations on accountability measures in every segment of the state's educational program; 3) an act requiring the issuance of a certificate of need before any new institutional health services or facilities are developed in the state; 4) an act regulating advertising by clarifying the use of the term "Doctor" or "Dr.", by requiring individuals who use such terms to designate the degree to which he/she is entitled by reason of his/her diploma from a school or other entity; 5) a proposed amendment to the Georgia Constitution authorizing the General Assembly to create a public authority in Thomas County to operate an institution of higher education in that county (to be voted on by the general public at the 1980 general election); 6) a resolution authorizing the State Department of Audits and the Office of Planning and Budget to develop rules and regulations governing travel expenses of state employees; 7) a resolution creating the charitable contributions study committee to determine whether charitable organizations shall be required to account to and inform donors as to how donations are spent; and 8) a resolution creating the legal drinking age study committee to conduct a thorough study of the alcohol abuse in Georgia in an effort to ascertain the most appropriate legal drinking age for the state.

HAWAII

Postsecondary Education Commission
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Bachman Hall, Room 124F
Honolulu, Hawaii 96822
Nils K. Ueki, Executive Director

Again this year, an annual report was not received from the University of Hawaii System. The following brief report was submitted by the State Postsecondary Education Commission (1202 commission).

Commission Projects

During fiscal year 1979 the Postsecondary Education Commission funded seven projects under the provisions of Title IA of the federal Higher Education Act. These projects will provide community leadership training, assist developmentally disabled adults to better cope with today's society, assess continuing education needs of rural areas in the state and provide appropriate education programs and assist disadvantaged women in the community to become more economically and socially self sufficient. The commission also continued its administration of Title VIA of the Higher

Education Act and in its role as the veterans' training approval agency for Hawaii.

Student Aid

During the year the commission assisted 1,471 students to ease their school finance burden with funds provided by the jointly funded (federal and state) State Student Incentive Grant program. The commission conducted an inquiry into the feasibility and desirability of creating a state agency or designating a private nonprofit agency to guarantee student loans made by private lenders. The commission also concluded its first financial aid personnel training program under the jointly funded (federal and state) State Student Financial Aid Training Program (SSFATP).

Publications

In 1978-79, the Postsecondary Education Commission published two major documents: *1978 Update: A Supplement to the 1977 Master Plan for Postsecondary Education in Hawaii*, published under Title XII of the Higher Education Act; and a *Directory of Postsecondary Education Institutions in Hawaii*, also under Title XII.

IDAHO

State Board of Education
Len B. Jordan Building, Room 307
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Boise, Idaho 83720
Milton Small, Executive Director

Tax Limitations

In November 1978, Idaho voters approved an initiative that when implemented on January 1, 1980, will limit property taxation to 1 percent of market value. As a preliminary step toward implementation, the legislature approved $26.2 million of property tax relief for fiscal year 1980 through the public school support formula, that amount coming from state sources of revenue. The availability of state general account funds for fiscal year 1981 will depend on the extent to which the legislature decides to use state revenues to mitigate the loss of property tax revenues on school districts or local units of government.

Budget Reduction Plans

In preparation for the 1979 legislative session, the governor directed each state agency and institution to prepare budget contingency plans showing effects of reductions of up to 30 percent of the 1978-79 funding. Later, the State Board of Education directed preparation of its own reduction plans, requiring each institution to show the impact of funding at levels down to 90 percent of the appropriation for fiscal year 1978-79. After several months of work, the board also approved two sets of personnel policies — one establishing appointment and employment policies and the other outlining conditions for and implementation of a declaration of financial exigency when a reduction in the employment force is required. The policy defines "financial exigency" as a "demonstrably bona fide, imminent financial crisis that threatens the viability of an agency, institution, office or department as a whole, or one or more of its programs, departments of instruction or other distinct units, and which cannot be alleviated by less drastic means than a reduction in the employment force." In such cases, the board "shall make every effort consistent with the financial exigency to preserve sound academic excellence at its institutions and to preserve sound academic excellence at its institutions and to preserve the primary mission of its agencies, offices and departments."

Personnel Policies

Appropriations

For fiscal year 1979-80, the legislature appropriated a lump sum of $68.2 million for general education programs at the four higher education institutions. That total included $59.6 million in state funds. The appropriation also included a sum of $586,000 in miscellaneous receipts, to be raised through tuition increases, and authorized the four institutions to carry over up to $500,000 in fiscal year 1978-79 funds into the next fiscal year. Another $100,000 was appropriated for the State Board of Education contingency fund, intended to cover emergency needs at institutions and agencies under board supervision. For fiscal year 1979-80, the two public junior colleges also received funds totaling $3,564,800 for general education and retirement programs.

Salary Increases

The 1979 legislature approved a resolution directing the joint finance and appropriations committee to limit fiscal year 1979-80 personnel costs to the 1978-79 dollar amount — however, the higher education institutions were exempted from this requirement. While no amount was specifically appropriated for salary or cost-of-living increases, the board later authorized each institution and agency to set aside an amount equal to 7 percent of personnel cost requirements for salary adjustments. For higher education, distribution plans varied from campus to campus, and included some combination of cost-of-living, longevity and merit adjustments.

Financial Exigency

While reallocating the lump sum fiscal year 1979-80 appropriation among the four higher education institutions, the board heard three of the four presidents say that a declaration of financial exigency was not needed for the fiscal year. Recognizing budgetary problems facing Lewis-Clark State College, the board agreed to review the budgets during fall 1979 to see whether such a declaration might be necessary. Two University of Idaho special programs (agricultural research and the cooperative extension service) did receive declarations of financial exigency when fiscal year 1979-80 appropriations fell short of program needs. The general education budgets of the four higher education institutions were balanced by attrition and nonrenewal of annual contracts.

Long-range Plan

As Idaho's Postsecondary Education Commission, the State Board of Education has begun a long-range planning study using ad hoc advisory committees, staff support and a steering committee comprising three board members. During 1978-79, ad hoc committees studying demographics, programs, access, facilities and financing submitted recommendations to the commission. During 1979-80 the ad hoc committee for delivery systems and future planning should complete its work and the board plans to hold a series of public hearings on a draft plan before making final decisions. The plan will consist of 10-year goals and interim objectives, and will be reviewed annually for modification if necessary.

Regional Medical Programs

Idaho, which does not have a medical school, participates in the WAMI (Washington, Alaska, Montana, Idaho) Regional Medical Program of the University of Washington school of medicine through a contractual agreement that guarantees Idahoans access to 20 seats per year. WAMI emphasizes family and rural practice and allows students to spend the first year of study on the University of Idaho campus. The legislature also has entered into an agreement with the University of Utah medical school to guarantee five seats each year for Idaho students supported by state funds. Idaho also participates in the Washington-Oregon-Idaho veterinary medicine cooperative program, with Idaho allowed to fill up to 15 seats each year. In 1979 the legislature directed the State Board of Education to increase

tuition by $500 per year for the WAMI program ($1,529 effective next year) and by $400 per year for the veterinary medicine program ($1,429 effective next year). Also under board supervision are the family practice residency (a three-year post-degree program), the contractual dental training program with Creighton University and administration of state funding for Idaho's participation in the WICHE* exchange program in areas of dentistry, physical therapy, occupational therapy, optometry and graduate nursing.

Health Education

The State Board of Education endorsed the concept of a loan repayment program for students entering medical education programs with state support and drafted legislation to implement a plan. Due to conflicts between interested departments, the legislation was not presented to the 1979 session, but the board is continuing its work on similar proposals. The legislature did, however, enact a board-proposed bill to amend Idaho's residency-for-tuition statutes, changes intended primarily to clarify and simplify residency requirements. Idaho does not charge resident tuition, but residency may be obtained by one who lives in the state for 12 months. However, the legislation also placed a five-year residency requirement on applicants for the state-supported medical education programs.

Medical Education Loans Proposal

Residency

During the year the board approved after a public hearing a policy providing guidelines for termination of postsecondary vocational education programs. Such programs may be discontinued if funding is insufficient, if enrollment drops below standard and if career opportunities are not available for students in the area of training.

Program Termination

Fall 1978 enrollment reports showed 22,708 students enrolled in postsecondary academic programs, 3,303 enrolled in junior college academic programs, 2,519 enrolled in continuing education and 2,902 enrolled in postsecondary vocational education programs.

Enrollment

ILLINOIS

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James M. Furman, Executive Director

Following adjournment of the legislature in July 1978, the governor signed into law appropriation bills for higher education operations and grants totaling $958.3 million. This represented an 11.5 percent increase over fiscal year 1978 appropriations. However, the final appropriations signed by the governor were $17.1 million less than Board of Higher Education original recommendations and $78.1 million less than requested by institutions and programs. The final appropriations included resources for an 8 percent salary increase for all public university and college employees with an additional 2 percent for lower-paid civil service employees.

Appropriations

Salary Increases

For higher education capital improvements, the governor signed appropriations totaling $60.3 million compared to a board recommendation of $125.1 million. The board's capital project priorities in fiscal 1979 were remodeling, including projects related to safety and for the handicapped; energy

Capital Funds

*Western Interstate Commission for Higher Education

conservation; completion of new buildings or newly remodeled buildings; community college construction related to existing enrollments; and urgently needed remodeling.

FY 1980 Budgets

In January 1979 the Board of Higher Education recommended to the governor and legislature a fiscal 1980 operations and grants budget totaling $1,047.5 million, which was an increase of $93 million or a 9.7 percent increase over fiscal 1979. Tuition increases of $48 for undergraduates and $64 for graduate and professional students were recommended. For capital improvements the board recommended $94.3 million in new spending. The board was requested by the governor in February to allocate a budget of $893.2 million in general revenue funds for operations and grants for fiscal year 1980. This was some $30 million less than what the board had recommended. The governor's original budget would have allowed for funding of an average 6.2 percent salary increase for faculty salaries and grants of up to $1,750 for students receiving Illinois State Scholarship Commission (ISSC) awards.

Supplemental Funds

In April the governor announced an additional allocation of $9.3 million in higher education general funds for 1979-80. This additional funding, if approved, would fully fund two of the board's major priorities for the upcoming fiscal year — an average 7 percent salary increase for faculty and staff in public colleges and universities, and grants up to $1,800 for students receiving ISSC awards. These increased funds are a result of cost savings realized in higher education spending in the current fiscal year.

Enrollment

Total degree headcount enrollment in Illinois colleges and universities for fall 1978 was 663,557 compared to 671,231 for fall 1977. Public community college enrollment decreased by 2 percent and public universities decreased by 0.7 percent. Enrollments in private institutions increased slightly, by 0.2 percent.

New Programs

During the past year the Board of Higher Education approved 23 new associate degree programs and 33 new certificate programs at the community college level. For public universities, the board approved 15 new degree programs and 8 administrative units. The board also recommended against initiating 14 university programs and deferred consideration of 14 others.

Program Termination

Two existing programs were terminated as a result of new program approvals, and one administrative unit was terminated as a result of approval of a new unit.

Program Review

In addition to reviewing and approving new program requests, the board has the responsibility to review existing institutional programs and make recommendations to the respective governing boards regarding the justification of these programs. Over the past year, this review process has become a more integral part of the total program review function of the board and its staff.

Student Aid

The annual financial aid survey conducted by the board indicated a total of $435.1 million in financial aid available to students during fiscal year 1978. Of the total aid available, $139.7 million or 32.1 percent was provided by the state. The federal government was responsible for $126.1 million or 29 percent of the aid, $101.5 million or 23.1 percent came from institutions and $67.7 million or 15.6 percent was provided by other sources. The board also conducted, for the first time, a survey of the availability of financial aid at proprietary institutions. The resulting report indicated that two-thirds of all financial aid provided to students in the proprietary schools in Illinois comes from the federal government in the form of the Basic Educational Opportunity Grants (BEOG) and the Federally Insured Student Loan (FISL) programs.

Recent Studies

As a part of its ongoing planning responsibilities, the Board of Higher Education authorized several studies that were completed over the past year. These studies include organized research at public universities, library resources and services and a study of adult learners. Final reports and recommendations were received on all of these topics in late 1978. Plans were approved by the board for reviewing organized research programs on a continuous basis and plans were also approved for phasing out state support to auxiliary enterprise services. A pilot program for library resource sharing was implemented as a result of that particular study. In fall 1978 the board also adopted recommendations for phasing out remedial education in the state's universities and mandating this responsibility to the two-year community colleges.

Enrollment Declines

The Board of Higher Education has considered the ramifications of enrollment declines resulting from a projected decrease in the 18- to 22-year-old population. Issues related to expanded competition, new kinds of students, productivity, opportunities for cooperation, directions in financing higher education and the impact on faculty and staff have been analyzed to determine appropriate planning and policy responses. During the past year, the board emphasized planning and budgeting as a means for improving program quality in the face of predicted enrollment declines of the 1980s.

Budgeting and Planning

The Resource Allocation and Management Program (RAMP) planning and budgeting tool used for public universities has been computerized as part of the management information system data base used by the board staff. Much of the data submitted in RAMP is now in computer readable format and a large number of budget summary and analytical reports have been developed for use on the system. As a part of the budgeting and planning emphasis, the board has again conducted studies and analyses of faculty salaries at Illinois institutions and other similar peer institutions. These reports were in a reponse to a legislative resolution as well as being initiated by board staff.

Salary Studies

New Studies

New studies initiated during the current year but not yet completed include a study of financing of community colleges and a review of the issues involved in student access and choice in postsecondary education. In response to a request by the governor, the board through its health education commission, developed three programs designed to provide incentives to increase minority student enrollments in Illinois. Amendatory legislation that would be required to implement these programs has not yet been introduced in the legislature.

Institutional Regulation

Effective January 1, 1979, the Board of Higher Education assumed the responsibility for institutional and degree program approval for private degree-granting institutions in Illinois. Rules and guidelines for administration of the responsibilities are being developed.

Educational Television

During fiscal 1979 the Board of Higher Education allocated $440,000 of its Higher Education Cooperation Act funds to four educational television consortia. The funds were used primarily for preparation of Federal Communication Commission (FCC) applications and staffing for facilities planning and programming services. The board has again requested state funding for 1979-80 to support ongoing development of educational television.

Reorganization in higher education continued to be considered this year by

Reorganization

the legislative task force on governmental reorganization. Some specific plans were introduced for debate. However, no legislation has been introduced to implement changes in the current structure.

INDIANA

Commission for Higher Education
143 West Market Street
Indianapolis, Indiana 46202
George B. Weathersby, Commissioner for Higher Education

Appropriations

The 1979 session of the General Assembly approved increases of 7.9 percent for 1979-80 and 7.7 percent for 1980-81 in the state appropriations for public postsecondary education. The Commission for Higher Education had recommended state appropriation increases of 8.5 percent and 9.1 percent for fiscal years 1980 and 1981, respectively. The institutional operating budget requests and the commission's budget recommendations for the 1979-81 biennium were prepared following a new set of budget procedures.

New Budget Procedures

The requested expenditures were presented in two formats — a services-oriented approach and the traditional expenditure object approach. The services-oriented approach included the instruction, research and public service categories of educational services with various program areas identified within each major service category. Much of the data needed to prepare the services-oriented budgets was available from a recently completed cost information study in which all the public institutions participated. In the revised budgeting procedures the institutions presented their expenditure level changes in four primary categories: enrollment change, quality improvement change, program change and price inflation change.

Budget Requests

The commission recommended and the legislature supported expenditure adjustments based on anticipated enrollment changes. The technique used to calculate the expenditure adjustments was essentially a marginal cost-marginal revenue approach where some fraction of the average cost per student was used. The approach relied on the estimates of full-time equivalent enrollments, annual percentage changes in the enrollments and the average full cost for various program categories. Approximately $3.3 million was added to the expected institutional expenditures for expected enrollment increase of 2.4 percent during the 1979-81 period. The institutions were asked to identify particular projects that, if funded, would materially improve the quality of instruction, research or public service. The commission reviewed requests totaling close to $29 million for the 1979-81 biennium and recommended approximately $8 million. The legislature approved slightly over half the commission's recommended amount.

Academic Programs Funding

The legislature supported a commission recommendation of about $1.5 million to provide start-up funds for newly approved academic programs for the 1979-81 period. For academic programs that will be approved during the next two years, particularly in the vocational/technical area, the commission suggested a special appropriation so that the programs would have sufficient start-up funds. However, the legislature did not support this recommendation.

Inflation Effect

The largest single component of budget change is due to price inflation and close to 90 percent of the approved budget change is the result of price inflation. Encompassing salaries and wages, fringe benefits, supplies and

equipment and energy-related resources, the price inflation component of budget change received a 7.5 percent increase for 1979-80 and a 7.4 percent increase for 1980-81. The legislature assumed a 6.3 percent average annual salaries and wages increase in the appropriation process. It was felt, however, that this would translate to a 7 percent annual increment for continuing employees at the universities and colleges and fringe benefits were assumed to increase at a 9.5 percent average annual rate for the 1979-81 period.

Salary Increases

The legislature provided additional monies for the institutional student aid component of the operating budgets to support increased expenditures for statutory fee remisions. The need for increased support was primarily related to the assumed increase in student tuition and fees for the 1979-81 biennium. To help offset assumed expenditure increases, the legislature indicated that the public institutions should increase their tuition and fee rates by approximately 7 percent per year for 1979-80 and 1980-81. This policy is consistent with the tuition and fee rate hikes for the 1977-79 period in that the student's share of the increasing educational costs should remain relatively constant. Student tuition and fee revenues comprise about 28 percent of the revenues included in the operating budgets.

Tuition Increases

Recognizing that the General Assembly does not set specific spending levels for the public institutions, there are in certain cases clear signals given regarding expected institutional action. Following this "patterns of accountability" concept, the commission recommended a set of adjustments to institutional base budgets primarily to adjust for differences between actual and projected levels of enrollment and student fee revenue associated with expected rate increases. Accountability adjustments were also recommended to correct some differences between actual debt service requirements and previously estimated needs. Finally, adjustments in the base year federal unrestricted revenue component were recommended because more current information was available. The legislature supported the commission's recommended accountability adjustments in the budget process.

Accountability Adjustments

Special line-item appropriations for a set of medically oriented programs at Indiana University and agriculturally oriented programs at Purdue University were increased for the 1979-81 period by 23.5 percent and 34.4 percent, respectively. An energy technology program was approved to study new and existing technology using agricultural, forestry and waste products. The commission recommended several special funds to correct some apparent deficiencies in the existing budgeting process. One was intended to provide start-up funding for new academic programs approved and initiated between budget periods. Another special fund was recommended to handle the inflationary impact on construction costs if the annual rate of inflation was greater than 9 percent and less than 12 percent. Neither of these special fund recommendations received funding. No additional monies were provided for the student aid programs administered by the State Student Assistance Commission. Some additional funds were provided for the administrative expenses of the Student Assistance Commission.

Special Appropriations

Student Aid

The General Assembly appropriated $17.4 million for 1979-81 for general repair and rehabilitation projects generally adhering to the commission's recommendations. Approximately $11.5 million was appropriated for the biennium for major repair and rehabilitation projects. This was slightly less than the commission's recommended level. The commission recommended $91.8 million for new construction projects. The projects were ranked in priority order following a ranking scheme that examined the nature of a

Capital Projects

proposed facility and whether a proposed facility was intended to replace existing space or add to existing space. Enrollment growth patterns were also considered. The General Assembly elected to authorize bonding to finance the construction of $78.6 million in new facilities and only $150,000 was approved as a cash appropriation. A total of $745,000 was appropriated for land acquisition during the 1979-81 period, the same as the amount recommended by the commission.

Voc-Tech Needs Study

The General Assembly appropriated $250,000 for Indiana Vocational Technical College to undertake a feasibility/needs assessment study for a new regional facility. The commission had not recommended funds for this purpose since another mechanism currently exists for obtaining planning funds for new facilities.

Special Commission Studies

A number of special studies were initiated by the commission during 1978-79 with additional studies and the continuation of previous studies planned for 1979-80. A new student information system was implemented and to date has produced a considerable amount of useful information. A survey of approximately 10,000 students was conducted to learn more about the net price students pay for their education and how this pricing structure differs by various factors including demographic and institutional characteristics. This net price survey will be repeated during the coming year. The commission contracted for a survey of adult learning/participation, the results of which have been quite enlightening. Proposed future studies include a study of Indiana college participation rates, a facilities condition survey, a study of the equipment and computer replacement funding needs and a statewide study of nursing education.

IOWA

Board of Regents
Lucas State Office Building
Des Moines, Iowa 50319
R. Wayne Richey, Executive Secretary

Appropriations

The 1979 legislature enacted several bills that will directly affect the Board of Regents and the institutions under its jurisdiction, including authorization of appropriations of $237,997,000 for operating the universities. This represents a 12.9 percent increase over the $210,765,394 appropriated in 1978. This amount includes $440,000 for enrollment increases over the last several years and $100,000 funding for the external degree (bachelor of liberal studies) approved in 1977. An additional $400,000 was appropriated to replace federal fund losses. Area schools received $42,168,500 in appropriations in 1979, a 13.8 percent increase over the $37,050,000 received in 1978.

Capital Funds

Capital appropriations for the regent institutions for 1979 total $41.111 million. This figure includes $4.25 million in tuition replacements, $3.5 million for a program to make the campuses accessible to the handicapped, $4.675 million for programs for energy conservation and $300,000 for equipment for the colleges of engineering.

Student Aid

The 1979 legislature increased its support of three need-based state scholarship and grant programs administered by the College Aid Commission with appropriations totaling $14,550,000 for the 1979-80 school year and

$15,600,000 for the 1980-81 year. This represents a 13 percent increase in funding for the first year and an additional 8 percent for the second year of the biennium. The maximum award under the tuition grant program for private college students was increased from $1,500 to $1,600 for 1979-80 and $1,700 for 1980-81. The need-based programs will be supplemented in 1979-80 by $802,092 in federal funds under the State Student Incentive Grant program. The College Aid Commission also received $120,000 to continue contracting with out-of-state colleges for the admission of Iowa residents to optometry programs, $1.2 million for the purpose of assuring admission and education of Iowa residents at the College of Osteopathic Medicine and Surgery in Des Moines, and $20,000 to contract with out-of-state colleges for the admission of Iowa residents to podiatry programs.

Medical Contracts

Enrollment figures compiled by the Iowa Coordinating Council for Post-High School Education for fall 1978 show that the number of students in postsecondary education in Iowa was up by 1.1 percent, as compared with a 2.5 percent increase reported in fall 1977. In general, growth in various sectors either slowed or decreased, the only exception being in the two-year (area) colleges that gained 1.3 percent, after remaining virtually stable last year. Public universities grew 1.1 percent, compared to 3.7 percent in 1977, and independent colleges and universities 1.6 percent, compared to 3.4 percent in 1977. Professional and technical college enrollment decreased 1.2 percent, compared to a 3.5 percent loss in 1977. Finally, private junior colleges, which grew the most in 1977 (7.4 percent), decreased by 1.1 percent in 1978. The percentage increase in new freshmen was down in every sector of postsecondary education in Iowa in 1978 — from 8.25 percent in public universities to 0.9; from 3.4 percent in independent colleges and universities to minus 0.1; from 7.1 percent in area schools and community colleges to 0.9; and from 11.4 percent in private junior colleges to minus 12 percent.

Enrollments

KANSAS

Board of Regents
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John Conard, Executive Officer

The 1979 legislature approved $218.9 million in appropriations from the state general fund for regents institutions for fiscal year 1980. This amount represents a 9.6 percent increase over the general fund appropriation for last year and was 1.7 percent less than the amount recommended by the governor. Total funding including auxiliary enterprises totaled $415.2 million or 9 percent over 1979 funding. Capital improvements for the year from the state general, federal revenue sharing and state education building funds were financed in the amount of $25.8 million. The 6.5 percent faculty salary increase recommended by the Board of Regents received full support by the legislature, while its 6 percent recommended increase in other operating expenditures for the public institutions was also approved.

Appropriations

Capital Funds

Salary Increases

The 1979 legislative session saw the Kansas legislature continue funding for a number of contractual arrangements with other states for the admission of Kansas students into professional schools not available in Kansas. The

Contract Programs

osteopathic medicine program initiated two years ago and which provided for admission of 10 students the first year and 25 this year was changed to provide for admission of 22 students next year. Admission of 10 students in colleges of optometry and 45 in colleges of dentistry were continued unchanged.

Residency

A proposal to change the student residency requirements from one year to six months in order for students to be eligible for instate fees was considered but carried over in committee.

Student Aid Limitations

Legislation limiting tuition grants and state scholarships to students in colleges whose main campus is located in Kansas and providing for the return of unexpended tuition grant and scholarship funds for reawarding was adopted.

Tuition Waivers

A new program was adopted that provides tuition fee waivers for 10 students in each of the Army ROTC programs at the state universities. In exchange, a student must agree upon graduation to accept a commission in the Kansas National Guard and serve for not less than four years.

Retirement

The legislature approved a bill permitting a person who is moving from a classified to an unclassified position, or vice versa, to have the option of electing to stay in his former retirement program. A request for funds to study early retirement was not granted, but the legislature agreed to have a legislative committee study the subject during the interim.

KENTUCKY

Council on Higher Education
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Harry M. Snyder, Executive Director

Special Legislative Session

The General Assembly was not in regular session during 1979. However, a special session was called to address a possible tax cut and the only effect on higher education was a $700,000 reduction in the appropriation for the current biennium.

Capital Funds

The funding of capital projects continues to be focused on those projects that had been approved during the 1976-78 biennium, and any new construction other than minor items appears to be slated for bonding rather than regular capital appropriations. Due to the uncertainty of federal participation the $10 million appropriated for physically handicapped barrier removal, energy conservation projects and fire and safety compliance has not been distributed to the institutions as of this date. The $5 million specified for community college construction has been committed and is primarily being utilized to add additional facilities to the community college campuses.

Proposed Legislation

Legislation has been prefiled to expand the area health education system by providing funds to encourage students from areas that are not currently serviced by physicians to pursue medical professions. Also a bill has been drafted to increase the terms of lay council members from four to six years.

Tuition Increases

The Council on Higher Education adopted the additional tuition increase for out-of-state students approved the previous year. At that time one-half of the increase was placed in effect for fall 1978 with the understanding that the remainder would be placed in effect in fall 1979. This action was ratified. No other tuition increases were expected except in the area of

medical and dental students that require an increase to offset capitation grant reductions by the federal government.

Budget Formula

The council staff is currently revising the formula used to analyze budget requests submitted by the public universities in anticipation of the 1980 General Assembly, at which time the biennial budget for 1980-82 is submitted. The legislature is planning to have a legislative budget in 1980 that departs from the normal executive budget approach followed by the state. The formula is basically the same as used previously with some refinements based upon experience. Several areas that were previously formula funded have been changed to program funding.

Desegregation

Kentucky has been subjected to a review by the U.S. Office for Civil Rights for the purpose of Title VI compliance. All visitations to campuses have been completed and the Office for Civil Rights is currently determining whether or not Kentucky will be required to develop a comprehensive higher education desegregation plan. The council also published a study of the minority hiring practices in the state.

Program Review

Recommendations for doctoral programs at the two doctoral-granting institutions in Kentucky have been submitted to the council. Most of the programs currently offered were recommended for registration. A category of registration with review was utilized for some programs with either low enrollments or other problems with the understanding that they would be registered but would be reviewed again at a later date. Each institution was notified that several programs were not registered and should be phased out by not admitting any new students to the program and as soon as those students currently in the program completed their requirements the programs would be discontinued. The staff is now reviewing master's degree programs and plans to have its recommendations ready for council action this fall.

Allied Health Education

The Council on Higher Education received a grant from the U.S. Department of Health, Education and Welfare to develop and implement a model articulated system of allied health education that will provide career mobility in selected allied health disciplines and address the issues identified in earlier studies of allied health in Kentucky. Six disciplinary clusters of programs have been selected according to need and readiness for articulation — clinical laboratory, radiography, expiratory therapy, dental auxiliaries, dietetics nutrition and rehabilitation therapy. The project includes both design and implementation phases.

Teacher Education

The council staff is seeking funds for a project to develop a state plan for institutions to evaluate teacher education program grants for improvement purposes. The council is also developing a 12-year study to consist of three groups of Kentucky high school graduates for the years 1980, 1982 and 1984. The graduating seniors for those years will comprise a pool from which 4,000 students will be selected for the study. The focus will be on 3,600 regular graduates and 400 graduates of high ability. It is hoped this study can be coordinated with the new national longitudinal study currently being developed. The staff is designing a study that will be focused on students and how well Kentucky is providing educational services to meet educational objectives. Initially, general education will be the focus of the study.

High School Graduates Study

Council staff has continued the enrollment audit developed last year and is

Enrollment Audit

currently charged with auditing all of the public institutions during this biennium. There appears to be a definite improvement in reporting practices and the institutions have profited from improved procedures as well as being able to provide data that are consistent with all other institutions.

Special Studies

The council is currently involved with several special studies required by the legislature and legislative committees. A major study of the research and development (R & D) activities of the state and the use of currently available experts in various disciplines to increase Kentucky's share of R & D funding has just been completed and will be presented by the staff to the council sometime in July. An additional study was required that pertains to physical facilities utilization. Two consultants were hired to conduct a survey of the institutions in the state and report back on their evaluation of how well the facilities were being utilized. This report will be due in August 1979.

Educational Television

A concentrated effort has been launched to improve the use of educational television services both on campuses and throughout the state. Several seminars have been held that were directed toward continuing education for the professional groups and the Kentucky educational television network has been most helpful in providing time and facilities to encourage the utilization of the television media for somewhat nontraditional offerings. The institutions of higher education have been encouraged to give credit for more offerings over the network as well as develop new uses both statewide and institutional in orientation.

Computer System

The Kentucky educational computer network is being expanded to include the community college system and provide academic computing services to those institutions. Entry into several of the national networks is also available to all users of the facility.

LOUISIANA

Louisiana Board of Regents
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William Arceneaux, Commissioner of Higher Education

Master Plan Implementation

In 1978 the Board of Regents began implementing the recommendations in its new *Master Plan for Higher Education* that require board action. Six regional councils for cooperation recommended in the master plan were in operation by early 1979, each of which has elected its officers and plans to report to the regents on March 1 of each year. With respect to the development of the Shreveport Graduate Education Consortium, the regents have established a planning committee and are currently conducting a needs assessment for graduate programs in the Shreveport area. This consortium is expected to be functioning by spring 1980.

Health Sciences Planning

The planning of educational programs in health sciences is being accomplished through the creation of a task force that will meet by fall 1979 to address the recommendations in the regents' *Health Manpower Plan.* This plan provides a study of nursing and 10 allied health fields in Louisiana.

Program Review

The examination of teacher education curricula called for in the master plan is under way, the review of doctoral programs in education has been completed and the review of master's and specialist programs is scheduled for completion by fall 1979. The study of bachelor degree programs in education will be conducted in the 1979-80 academic year, pending funds to be appropriated by the 1979 legislature. Another recommendation of the

master plan requiring board action is the examination of developmental education programs in public colleges and universities. This study is in progress and it is anticipated that the staff will submit its findings to the board in the fall. Finally, the task force on academic libraries also mandated in the master plan is projected to begin its work in fall 1979.

Ongoing Review Program

With the completion of the doctoral program review, the regents' ongoing review of degree programs has now proceeded to the master's degree level, and the regents are now examining master's programs in history and mathematics, as well as master's and specialist programs in education. Thus far the academic program review, begun in 1975, has resulted in the termination of 25 degree programs, the commendation of 10 programs for excellence and the recommendation to maintain and strengthen the remaining 66 academic programs, all at the doctoral level. The board has also taken action on 18 programs in architecture and all programs in the medical sciences. In the medical sciences, the board placed a moratorium on the entrance of students into one program, while acting to maintain and strengthen the remaining 10 programs, with 2 of these cited for excellence. In architecture the board maintained the four publicly supported baccalaureate programs, terminated one master's program and redefined two programs at the associate level. Other actions of the board relative to academic programs pertained to the approval of 13 new programs at 7 institutions, 6 of which are programs at the associate degree level.

EIC Program

Last year the Board of Regents was designated Louisiana's educational information center (EIC) and on February 15, 1979, the center began operating. To announce the inception of the EIC, posters were sent to high schools, public libraries, YMCAs, and Chambers of Commerce throughout Louisiana, news releases were distributed to the state's newspapers and radio and television public service announcements were disseminated. As a result, in the first four months of its existence the EIC received over 600 requests for information on its toll-free telephone line and through written inquiries. At present the board is producing an occupational outlook brochure for students, which the EIC will utilize in its efforts to inform the consumers of postsecondary education opportunities. In addition, the regents are updating the *Directory of Postsecondary Occupational Education Opportunities in Louisiana*, published in 1976, and the EIC will employ the updated directory when it is completed in the fall.

Appropriations

Higher education finance in Louisiana in 1978-79 included new funds for every public higher education institution, an improvement over 1977-78 when five institutions received no new formula funds. In the 1978 regular legislative session, the Board of Regents asked for $294,556,764 in total formula and nonformula funds and received $278,169,110 for the 1978-79 fiscal year — including $24,018,247 in new funds. The regents are requesting $323,821,945 in both formula and nonformula appropriations for 1978-80, a $34.2 million increase for formula institutions and an $11.4 million increase for nonformula areas. The legislature is considering providing $12.8 million in new formula dollars and $5.3 million in nonformula areas and is also considering the governor's proposal to give a 10 percent pay increase (subject to a $800 minimum and a $2,200 maximum increase) to all state employees, including faculty members in public institutions.

Budget Requests

Maritime Consortium

A legislative action awaiting the governor's signature will establish the Louisiana universities marine consortium (LUMCON), an organization of 13 four-year state universities and the 4 higher education boards. LUMCON was

formed under a joint agreement to provide coastal research facilities, marine-related instruction and public service for Louisiana citizens. Approximately $14 million is being recommended to build the LUMCON facility while $475,000 is being recommended to provide for the cost of the first year's operation.

MARYLAND

State Board for Higher Education
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Sheldon H. Knorr, Commissioner of Higher Education

Master Plan Implementation

Implementation of the *Maryland Statewide Plan for Postsecondary Education* has been the basis of much of the State Board for Higher Education's activities since the plan's adoption by the board in July 1978. Major long- and short-range policies and recommendations contained in the plan have guided the board's actions on new academic program approval, institutional operating funding levels and other matters. The first annual update of the plan reviews and assesses the degree to which the approximately 50 recommendations and policies contained in the plan have been implemented, and whether further action or modification is indicated. The update will be completed a year after the plan's adoption.

Evaluation and Developmental Process

In furtherance of objectives to improve the quality and efficiency of education in the state, the board began development in fall 1978 of its higher education evaluation and developmental (HEED) process. This is designed to help the board ascertain the public four-year institutions' effectiveness in areas such as general and academic administration, management of fiscal affairs and student services. Campus visitations in connection with the HEED process will coincide with accreditation visits of the Middle States Association of Colleges and Schools, in accordance with an agreement reached between Middle States and the state board. Also undertaken was a study of programs showing low and declining enrollments offered by public four-year institutions in the Baltimore area. Analysis of the programs by both the institutions and the board may indicate they are candidates for modification, elimination, specialization or cooperative efforts among two or more institutions in offering them.

Program Review

Improvement of Administration

For the second year, the state has provided funds for institutional improvement grants enabling grant recipients to undertake specific improvements in their management or operations. For the first time, high-level administrators from most of the state's public and private collegiate institutions met as a group in a conference called by the Commissioner of Higher Education to establish a unity of support and objectives in improving the quality and efficiency of higher education in Maryland.

and Quality

In 1978-79 two higher education boards under the coordination of the State Board for Higher Education have adopted systems and admissions standards to improve the quality and efficiency of Maryland's public higher education. The State Board for Community Colleges, a coordinating agency, has adopted a program evaluation system that provides the stimulus for deleting unneeded programs and practices for the sake of improvement. It also provides a competitive incentive for local boards and administrators of each of the state's community colleges to strive toward educational and

Program Evaluation

administrative excellence. All components contained in the system are currently operative and each community college regularly and systematically submits information to the State Board for Community Colleges.

New Admission Standards

The Board of Trustees of the State Universities and Colleges, the governing agency for six universities and colleges, recently adopted a comprehensive segment-wide admissions policy. The new standard sets a C average in high school as the minimum entrance requirement for all freshmen wishing to enroll in the schools under the trustees' governance. Each institution, however, may admit students up to 15 percent of the entering class who have less than a C average but who show potential for success. Appropriate academic and other support services must be provided by the institutions for those students admitted under the exception. The University of Maryland also recently adopted minimum admissions standards for its largest campus at College Park.

Enrollments

For the first time since 1955, total enrollment in the state's collegiate institutions declined. Although part-time enrollment showed a 2.3 percent increase, that increase was more than offset by a full-time enrollment decline of 4.1 percent. To encourage larger numbers of high-ability students to enroll in Maryland institutions, the legislature for the second year has provided funds for a distinguished scholarship grant program. The renewable grants provide 100 eligible students from a pool of high school graduates with a 3.7 grade point average or higher with grants of $500 each. Other steps are being taken by the state board as well to retain Maryland's high-ability students.

Distinguished Scholarships

Budget Requests and Appropriations

As part of its statutory responsibility, the state board prepares and submits to the governor recommended consolidated operating and capital budgets for all higher education segments, institutions and agencies under its coordination. For fiscal year 1980 the board recommended appropriations of $612.2 million in total funds for higher education operations, including $286 million in general funds, representing a 7.6 percent recommended increase in total funds and a 16.4 percent increase in general funds over fiscal year 1979 appropriations. For capital projects in 1979-80 the board recommended appropriations of only $24.9 million for most urgently needed priority projects. In actual appropriations for fiscal year 1980 the governor and the legislature followed closely the recommendations of the state board in its consolidated operating and capital budgets.

Budget Request Ceilings

As part of the budgetary responsibilities the board also prepares recommended maximum agency request ceilings (MARC) in state general funds for the next fiscal year. For fiscal year 1981, the board recommended general fund appropriations of $301.2 million. Inflation represents 40.6 percent of the recommended increase, deferred maintenance 31.5 percent and quality improvements 27.9 percent. Because the state's community colleges are provided with state aid on a fixed formula based on full-time equivalent students, and a large number of the community colleges have experienced enrollment declines, alternative methods of funding are being examined. The board's MARC recommendations for 1981, therefore, do not include funds for the community colleges.

Uniform Accounts System

Institutional budget submissions for fiscal year 1980 for the most part were prepared and submitted consistent with classifications recommended by a special uniform system of accounts task force, which the state board initiated. Generally, the task force's classifications are consistent with those

proposed in the *Higher Education Finance Manual* developed by NCHEMS* and NCES.** For 1981 a few additional modifications will be made in institutional budget submissions to reflect final recommendations of the task force.

Institutional Regulation

The law creating the State Board for Higher Education required that it "prescribe minimum requirements for issuing certificates, diplomas, and degrees by the public and private institutions of postsecondary education in Maryland." Over the past year and a half the board has been developing, in cooperation and consultation with appropriate constituencies, minimum standards and/or regulations for all of the educational institutions under its coordination and authority. Minimum requirements for degree-granting two-year and four-year colleges and universities were adopted in spring 1979 by the board. Also adopted were minimum standards for out-of-state postsecondary institutions operating in, or wishing to operate in, Maryland. New regulations for private postsecondary proprietary schools to operate in Maryland were also developed by the state board, in cooperation with a task force of representatives from these schools, and adopted in fall 1978. This is the first revision of the regulations since 1961. The proprietary schools came under the State Board for Higher Education's authority in 1976. Prior to that time they were regulated by the State Board of Education.

Credit Cards for Tuition

There were several major legislative enactments by the 1979 General Assembly that impacted on higher education. Postsecondary education institutions may now allow use of credit cards for payment of tuition and fees, with a limit of 1 percent service charge allowed by the lending institutions. Certain programs offered by the state's community colleges may

Regional Programs

be designated as regional programs with students from outside of the offering or host county charged in-county tuition to enroll — the difference in tuition is charged back to the county of residence. New legislation also

Board Authority

permits the Commissioner of Higher Education, acting through the state Attorney General's office, to seek injunctions to enforce the authority of the State Board for Higher Education. Finally, for the first time the state has a

Aid to Proprietary

needs-based grant program for proprietary school students attending state-approved schools for which $100,000 was provided for the initial year of the program, which is eligible for matching funds from the federal government.

Veterinary Medicine

In response to a joint resolution of the 1978 legislature, a special task force on veterinary medical education was appointed by the Commissioner of Higher Education in fall 1978. The task force completed its study of the need for providing veterinary medical education facilities in Maryland, and its final report and recommendations were published in April 1979. In addition to continuance of Maryland's contractual arrangements with veterinary schools in other states, the task force recommended that the state consider establishment of a clinical teaching facility as part of a cooperative school of veterinary medcine with Virginia Polytechnic Institute and State University. Under the cooperative arrangement proposed by the task force, the first three years of study leading to the doctoral degree would take place at VPI and SU and, for the clinical year of study, students could attend either the VPI and SU clinic, the proposed clinic in Maryland or both. Implementation of recommendations made by the task force will depend on actions taken by the 1980 legislature.

The Maryland Fire-Rescue Education and Training Commission is an agency

*National Center for Higher Education Management Systems
**National Center of Education Statistics

of the State Board for Higher Education subject to the authority of the Commissioner of Higher Education. It is composed of both career and volunteer firefighters and rescue personnel from throughout the state. Its membership and chairman are appointed by the governor and the State Board for Higher Education provides staff support to the commission. Its primary function is to improve the coordination of statewide activities leading to improvement of fire-rescue education and training programs. In 1977-78 the commission developed a prebasic, 24-hour minimum training program for all new firefighters and in 1978-79 laid the foundation for developing a statewide fire-rescue and emergency care services education and training master plan. The commission was awarded a $39,400 federal grant to support the plan's development.

Fire-Rescue Education

The state board is administrator of Title IA of the Higher Education Act of 1965 and was designated by the governor in fall 1978 as the state agency responsible for administration of a study of education information services in Maryland. The education coordinating committee, made up of members of the State Board for Higher Education and the State Board of education, was designated by the governor as the federal school facilities agency, a coordinating body required under P.L. 95-619 of the National Energy Conservation Policy Act of 1978. It is the responsibility of the statewide coordinating body to recommend allocation of federal funds, monitor statewide planning and submit progress reports to the federal government.

EIC Program

Education Coordinating Committee

Other responsibilities of the state board include administration of all regional educational compacts with other states to meet the demands of students who are Maryland residents for professional programs and graduate studies not offered by public postsecondary institutions in the state. The staff also processes the approval of educational opportunities for veterans in state-approved degree-granting institutions and schools that provide noncollegiate instruction qualifying for Veterans Administration approval.

Regional Compacts

Veterans Programs

As part of its membership in the education coordinating committee, the state board has been working with the State Board of Education in the development of a state plan for professional development of public school personnel. This joint activity is designed to create a stronger partnership between local education agencies and colleges and universities in the future inservice programs for public school teachers.

Personnel Development

MASSACHUSETTS

Board of Higher Education
31 St. James Avenue, Suite 323
Boston, Massachusetts 02116
Edward C. McGuire, Chancellor

Massachusetts institutions of higher education enrolled over 300,000 degree credit students in the fall of 1978. Of this total 39 percent were enrolled in public institutions and the private sector enrolled 61 percent. The state budget for fiscal year 1979 included an appropriation of $274,570,970 for higher education. While the budget for fiscal year 1980 had not been passed as of the date of this report, it is anticipated that the total allocation will be near $295,606,941, as recommended by the governor, but less than the $304,986,468 recommended by the Board of Higher Education.

Enrollment

Appropriations

Student Aid

Throughout the academic year 1978-79, the state scholarship program provided $15,201,842 in aid to roughly 25,000 students, out of nearly 100,000 applicants. In addition, another 18,000 specialized scholarships will have been awarded, with a total value of slightly more than $1 million. The total number of scholarships awarded this year represents about a 7 percent increase from the previous year. The board has also adopted a policy of reciprocity with respect to eligibility for general scholarships at non-Massachusetts institutions effective with the 1980-81 academic year.

Program and Degree Approval

The Board of Higher Education is mandated to approve all public sector and 61 percent of the independent sector requests for new and expanded degree and certificate programs. This function is carried out by the academic affairs staff and the board's collegiate authority committee. Responsibilities extend also to institutional name changes, mergers, honorary degree granting and out-of-state institutions desiring to offer credit courses or programs within the state. During the past year, two new independent institutions were approved for degree-granting status, while two other independent institutions became defunct with degree-granting authority revoked. Forty out of a total of 47 requests for new programs received by the board originated in the public sector.

Police Career Incentive Program

A police career incentive program was established in 1970 to encourage the enrollment of law enforcement personnel in institutions of higher education by providing a salary incentive. To foster municipal participation the state provides 50 percent of the funds needed for the cost of salary increases that occur as a result of incentive pay. Three state law enforcement agencies also participate in this program with salary increases paid entirely from state funds. Currently, there are 4,632 officers involving 112 agencies participating in the program, representing approximately 32 percent of all uniformed policy officers in Massachusetts. Nearly 40 percent of all police officers have earned the bachelor degree while 81.15 percent have earned the minimum of an associate degree.

Reorganization

The board and its staff devoted considerable time and effort over the past year to the issue of reorganization of public higher education. The *Report to the Special Commission on the Reorganization of Higher Education* submitted last fall to the special commission on reorganization, was very thorough in covering the areas of enrollments, degrees conferred, faculty data and finances, as well as some historical facts and other highlights about individual institutions. Some comparisons were made between the independent sector and the public sector. This past spring, a task force was organized by the board on the realignment of Boston area public higher education institutions.

MICHIGAN

State Department of Education
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John W. Porter, Associate Superintendent,
Bureau of Higher Education

Financial Reporting

The State Board of Education continued to promote the refinement of an equitable financial planning and budgeting mechanism for public higher education institutions in Michigan. During the 1978-79 fiscal year, efforts

were directed toward developing an improved financial reporting system for the state's 29 public and community junior colleges. The education department staff, in a joint enterprise with staff from the Department of Management and Budget, the legislative fiscal agencies and community college finance-budget personnel, is currently evaluating the feasibility of implementing a uniform activity classification structure.

Minority Students Report

Findings and recommendations presented in a recently published document, *Minority Students in Michigan Colleges and Universities*, will require extensive reconsideration of policies and programs designed to encourage minority student participation and success in higher education. The report points out minority enrollments have declined over the past three years, attrition has accelerated, and underrepresentation in certain program areas such as the professions, sciences and engineering has persisted. The recommendations highlight a crucial need for efforts that emphasize adjustment to the college environment through specially designed programs focusing on adaptive processes.

Energy Costs and Programs

The Higher Education Facilities Commission examined the impacts of sharply rising energy costs at Michigan collegiate institutions. In its report, *Energy Conservation Programs and Energy Costs at Michigan Institutions of Higher Education*, the commission advocated use of an investment model to minimize the impact of energy costs that are expected to increase in at least the 18 percent per year range. The model compares costs to complete conservation projects ($145 million system wide) with resulting cost avoidance and shows the latter exceeding the former in less than seven years.

Private Health Sciences Center

The Higher Education Facilities Authority issued its initial series of tax exempt bonds, the proceeds of which, $2.215 million, were loaned to a private institution in Detroit for construction of a health sciences center. Programs offered at the center will contribute to meeting the needs for allied health and nursing personnel in the metropolitan area.

Aid to Private

In 1978 tuition differential grants were instituted for students who are Michigan residents at private nonprofit colleges and universities. In the initial year the program coverage was extended only to freshmen. Each succeeding year an additional class will receive awards. The appropriation for 1978-79 was $6.2 million and grants were limited to $500, although the enabling legislation allowed a maximum of $600 per full-time student.

Reciprocity

The State Board of Education negotiated a program of tuition reciprocity for Eastern Michigan University and the University of Toledo in Ohio, effective September 1, 1978, through August 31, 1981. In addition, the board renewed for two years the reciprocity agreement involving community colleges on the Michigan-Wisconsin border.

Student Aid Study

The *Undergraduate Student Aid Survey*, covering students in both the public and private sectors, was issued showing increases in the demonstrated need among students continue to outpace increases in funds available for student financial aid. This survey will be conducted every other year, as provided by legislative resolution.

MINNESOTA

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The past year in Minnesota postsecondary education was dominated by the

Appropriations

legislative session that lasted from January to May. The 1979 legislature approved an $805 million omnibus higher education appropriations act for fiscal years 1980 and 1981. The act includes an appropriation of $443.6 million to the University of Minnesota for the biennium, $151.6 million to the State University System, $72.3 million to the Community College System, $90.3 million to the Higher Education Coordinating Board, $44.5 million to the State Department of Education and $2.9 million to the Mayo Medical School. Appropriations totaling approximately $175 million to finance the state's 33 area vocational-technical institutes (AVTIs) are included in a separate $1.96 billion school aids bill. In addition, the legislature authorized approximately $59 million in building projects for postsecondary education. The funds are included in a $74.5 million bonding act for state agencies.

Student Aid

Almost $60 million in state scholarship, grant and work-study funds will be available to students attending public and private postsecondary education institutions in Minnesota the next two years as a result of action by the 1979 legislature. The legislature appropriated $59,649,000 to the Higher Education Coordinating Board for state scholarships, grants, nursing grants, part-time student grants, work-study awards, AVTI tuition subsidies and assistance for veterans and foreign students. Also appropriated was $49 million for the scholarship and grant-in-aid programs for the biennium starting July 1, 1979. In June more than 27,000 Minnesota students received notices of scholarship and grant awards for the 1979-80 school year. Monetary awards totaling $18,509,470 were mailed to 27,042 students for scholarships and grants, with an average award of $684.

Legislation also was adopted in 1979 to increase the maximum scholarship and grant award from $1,100 to $1,250 in fiscal year 1981 and to $1,400 in 1982 and to enable all undergraduate students to apply for initial grant awards in 1981. Funding for the state work-study program was increased from $3.2 million for the 1977-79 biennium to $6.2 million for the 1980-81 biennium. An estimated 6,000 students will be able to participate in the program compared to the approximately 3,000 students this year.

Student Loans Revenue Bonds

The 1979 legislature extended the Coordinating Board's bonding authority for the state student loan program from $125 million outstanding to $200 million, and following passage of the legislation, the board authorized a revenue bond sale of $100-$110 million to be held in August 1979. Projected loan volume for the coming year is more than $40 million. In July 1978 the board approved the sale of $38.25 million in revenue bonds to provide loan funds during the 1978-79 school year, the largest issue in the program, which began in 1974. This was the first time that the bonds were offered without a 100 percent guarantee by the federal government or a commitment by the Student Loan Marketing Association (Sallie Mae) to buy the bonds.

Student Aid Survey

A status report presented to the board in April indicated that more than 50,000 students receive some form of financial assistance from the state to help them pay the costs of postsecondary education. Approximately 100,000 applications for assistance from the state's 10 student financial aid programs administered by the board or four tuition reciprocity programs are received each year. In addition to the more than 40,000 who receive some form of financial aid, about 10,000 students participate in reciprocal tuition programs with neighboring states. In 1977-78, more than $140 million was available to state residents.

Tuition Increases

Based on funding contained in the omnibus 1979 appropriations act, tuition charges in the three higher education systems are expected to increase approximately 7 percent per year. The actual rates are set by the governing boards. Tuition for resident students at the area vocational-technical institutes will increase by 6.6 percent to $128 per quarter in 1980 with no further increases expected in 1981.

Faculty Salaries and Collective Bargaining

The largest item in the University of Minnesota budget for 1980-81 is a faculty salary increase package totaling $30.5 million. The package represents raises each year of 7 percent plus fringe benefits and a $1 million fund to provide equity raises within and among the campuses and to recruit as well as to retain faculty members. The legislature approved an arbitration award for the State University System faculty that will result in salary increases of 7 percent plus fringes in each of the next two years. In the first year of the biennium, faculty union members are to receive a 6 percent increase and 0.5 percent is to be reserved for equity adjustments and an equal amount reserved for performance increases for some faculty. In 1980-81 the union and system are to develop a structure that will include steps in each faculty rank.

Following a three-week strike by faculty members at the state's 18 community colleges in spring 1979, the legislature approved salary increases of 9.2 percent and 8.4 percent for the upcoming biennium. Following cuts in arbitrated awards made by the legislature in 1977, a county judge in January 1979 upheld the pay restoration sought by faculty, but the state appealed. In May 1979 the State Supreme Court upheld the legislature's power to modify salary settlements with state employees, even if the contracts are arrived at through arbitration. As a result, the faculty did not receive the entire $1.4 million sought in back pay but did receive about $900,000.

Budget Requests

The legislature funded only $950,000 of a requested $11.1 million by the University of Minnesota to cover projected increased costs of supplies, expenses and equipment. The price level request was a priority of the university. Although the State University and the Community College Systems did not request price level increases, the legislature appropriated $225,000 to the Community College System and $348,100 to the State University System.

Voc-Tech Schools Budget Formula

The legislature appropriated $82,969,100 for funding the area vocational-technical schools (AVTIs) in 1979-80. The legislature authorized a 7 percent increase in the foundation formula allowance so that the AVTIs will receive $2,400 for each student enrolled instead of the $2,240 now allocated. Beginning in 1980-81 a new funding formula based primarily on program costs instead of enrollments will be implemented.

Capital Projects

The 1979 building law allocated $51,242,000 for University of Minnesota projects, $6,221,000 for State University System projects, $300,000 for the Community College System and $1,225,000 to the State Department of Education. Additional building requests will be considered in the 1980 session. Construction funds for six new University of Minnesota buildings were approved.

Planning for the 1980s

The theme of the Coordinating Board's biennial report to the governor and legislature was "The Challenge of Maintaining in the 1980s the Quality and Variety of Postsecondary Education Opportunities and Services to Which Minnesota Residents are Accustomed at a Cost Which the State Can Continue to Support." Following its theme, the board sponsored the annual meeting of the state's postsecondary education governing boards with the

focus on "Planning for the 1980s: Maintaining Quality in Minnesota Postsecondary Education in a Period of Projected Enrollment Declines." Workshops were held on financing postsecondary education in the 1980s, relating programs to current and long-range needs and the role of financial aid programs.

Enrollment

Total on-campus headcount enrollments at Minnesota public and private postsecondary institutions in fall 1978 showed little change compared to 1977. Enrollments in fall 1978 totaled 190,178, a 0.3 percent increase over fall 1977 when 189,608 students enrolled. Total enrollments at public institutions increased 0.4 percent while total enrollments at private institutions decreased 0.1 percent. Enrollments are projected to increase slightly between now and 1982 and then decline by 1995 to between 19-21 percent below current levels. The number of new entering freshmen in the state's public and private institutions declined between fall 1977 and 1978 following several years of increased enrollments. For the first time in fall 1978 the number of female new entering freshmen exceeded the number of new entering male freshmen. Enrollments of minority students in Minnesota postsecondary education increased by almost 2,000 students from 1974 to 1976 and then declined slightly between 1976 and 1978.

Proposed Tuition Policies

During the past year the Coordinating Board completed its study of tuition policies and practices by recommending that students attending postsecondary education institutions in Minnesota pay an equal share of their instructional costs regardless in which public system they enroll. Under the board's proposals, intended to serve as general guidelines for state policy makers, the percentage of instructional costs that students pay would be the same whether they attend a state university, community college or the University of Minnesota and would not exceed 30 percent or be less than 25 percent. Increases at the area vocational-technical institutes would be phased in gradually and be 12.5 percent of instruction costs by 1981 but not less than half the percentage in collegiate systems.

Teacher Education Review

A review of existing teacher education programs to determine if there is excess capacity and if it is advisable to phase out or consolidate programs and/or schools was recommended by the Coordinating Board, and that the review be conducted in cooperation with postsecondary education governing boards and other appropriate reviewing authorities. The board also recommended that the institutional governing boards review expansion of teacher education programs beyond present levels in the context of conditions projected for the 1980s and that institutions establish permanent information dissemination programs for students considering teacher education programs.

Transfer Study

According to a recent board study, most of the approximately 12,000 students who transfer from one postsecondary education institution in Minnesota to another each year are able to do so with little inconvenience or loss of time. Less than 15 percent of the survey respondents who transferred expressed dissatisfaction with the amount of credits they were allowed, and only about 18 percent were not satisfied with the way their transfer was handled. The report concluded that major changes in the transfer process are neither needed nor desirable but that some refinements in current procedures might help students who wish to be better informed about transfer, including the development of a document that would provide information regarding the general aspects of transfer processes and appeal procedures.

Optometric Education Study and

Another study last year found that projected manpower need for optometrists in the nine-state North Central region does not justify the development of a regional school of optometry and that existing opportunities appear to be adequate for meeting current needs. The legislature in 1977 had directed the board to initiate a student contract program in optometry and to explore the feasibility of developing a regional system for optometric education. The 1979 legislature adopted the board's recommendation that the existing contract program, which accommodates 12 Minnesota residents in five schools of optometry operating outside the state, be continued. Under the program started in 1978, the board also contracts for 10 seats in two colleges of osteopathy.

Contract Program

Faculty Salary Study

New studies currently in progress by the Coordinating Board include a study of faculty salaries in Minnesota public and private postsecondary education and a study of possible responses to declining enrollments in some community colleges. The 1979 legislature directed the board to study the salaries and fringe benefits of unclassified professional employees in all postsecondary education systems and institutions and to relate compensation to total education costs, including, but not limited to long-range enrollment projections, faculty-student ratios and the geographic distribution of institutional and faculty resources. The board, with the assistance of the State Board for Community Colleges, will also study and make recommendations with regard to the advisability of 1) discontinuing or reducing community college programs, activities and services; 2) closing of colleges; 3) consolidating or merging, or both, community colleges; 4) merging community colleges with other postsecondary institutions; and 5) other appropriate alternatives.

Community College Study

Minority Students

An effort to better involve Latino-Chicano students in postsecondary education will be made the next two years. The legislature directed the Coordinating Board to employ a staff member to work with Latino-Chicano communities in Minnesota with the aim of increasing and enhancing their participation in postsecondary education. The board will study present conditions affecting retention and participation of Latino-Chicano students in postsecondary education and make recommendations to more effectively meet their needs.

Reciprocity

A new statewide reciprocal tuition agreement between Minnesota and South Dakota began in the 1978-79 school year and the agreements with Wisconsin and North Dakota continued in effect. Approximately 9,000 Minnesota residents attend Wisconsin and North Dakota schools under reciprocity, and about 4,700 Wisconsin and North Dakota students attend Minnesota schools. Two tuition reciprocal agreements involving three postsecondary education institutions in southwestern Minnesota and two colleges in northwestern Iowa were approved by the board to start during the 1978-79 school year. Under the agreements, Minnesota residents may be eligible to attend the two Iowa institutions and pay Iowa resident tuition rates and fees. Residents of northwestern Iowa may be eligible to attend the three Minnesota institutions at resident rates.

Reciprocity Problems

The house approved a resolution asking the governor and legislature to amend the statute governing tuition reciprocity payments to allow the Wisconsin Higher Educational Aids Board more complete flexibility to negotiate an equitable interstate postsecondary education tuition agreement. The senate, however, did not approve the resolution. Under the balance of payments, Minnesota now is required to pay Wisconsin an average of $600

more per student than Wisconsin pays Minnesota. The Coordinating Board last fall directed its staff to renegotiate the payment formula and executive branch discussions between the two states have started. A preference for the academic programs in Wisconsin and North Dakota schools appears to be the factor influencing the largest number of Minnesota students who enroll in the two neighboring states rather than in a Minnesota postsecondary education institution. The board staff surveyed students from Minnesota who in fall 1977 participated in the reciprocal tuition programs with Wisconsin and North Dakota. Survey information indicated that differences in population density along the Wisconsin-Minnesota border and the location of four-year institutions along the North Dakota-Minnesota border account for at least part of the participation rates.

Aid to Private

The Coordinating Board made payments totaling $4,547,970 to 21 private colleges in the state for 1978-79 under the private college contract program. Private institutions received $2,569,470 for 17,275 residents enrolled in fall 1978 and $1,978,500 for 4,030 grant-in-aid recipients enrolled. For the 1980-81 biennium, the 1979 legislature appropriated $9,735,000 as requested by the board.

Post-high School Planning

The 1978 legislature directed the Coordinating Board to administer the post-high school planning program, which until 1979 had been under the University of Minnesota and is designed to provide high school students with information to make post-high school career and education plans. An advisory task force will evaluate the program and develop recommendations on possible changes and on how the program can be modified to more effectively meet the program needs of students with occupational and vocational interests and the institutions that serve them.

Small Business Institutes

The Coordinating Board received $90,000 per year to provide matching grants to colleges and universities in Minnesota that receive grants under the business management assistance program of the federal Small Business Administration. The small business institutes, located at 10 state colleges and universities, employ business school faculty, staff and students to provide technical and other assistance to small business clients on an individual casework basis.

Program Review Changes

Some refinements will be made in the Coordinating Board's procedures for the review of academic programs, including the development of a system of identifying programs for review, development and implementation of systematic procedures for the review of existing programs, and implementation of procedural changes to simplify and clarify the program review process. Legislation establishing time limits on the review of AVTI instructional programs by the State Board of Education and the Coordinating Board was approved with each board required to take action within 45 days after it receives the proposal submitted for review. The 1979 legislature directed the board to conduct a study to determine the need for and availability of training programs in Minnesota and neighboring states for personnel who work with individuals having vision, hearing and deaf-blind disabilities.

Eye/Ear Needs Study

Board Membership Changes

In other legislative actions, changes in the membership requirements for the State University Board and the State Board for Community Colleges were approved during the 1979 session. However, the changes are not effective until July 1, 1983. The development of a plan for adult and postsecondary energy education was authorized by the 1979 legislature as part of an

omnibus energy act. The law also requires energy audits to be conducted on state owned buildings, school district buildings and the University of Minnesota buildings and appropriates $200,000 to the university for audits that are to contain recommendations for implementing economically feasible modifications to conserve energy.

Energy Education and Audits

The 1979 legislature considered but did not pass bills on postsecondary education ranging from special tax deductions to teacher mobility incentives for faculty, including a bill to abolish the Coordinating Board, cancel several of its functions and transfer others to the Department of Education. Most bills introduced in 1979 but not approved could still be considered in the 1980 session. Funding of $150,000 for the Minnesota occupational information system for 1979-80 was appropriated to the Coordinating Board. In addition, the board was directed to prepare and submit an evaluation report to the legislature by January 15, 1980.

Defeated Legislation

Occupational Information

MISSISSIPPI

Board of Trustees of State Institutions of Higher Learning
P.O. Box 2336
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E. E. Thrash, Executive Secretary and Director

The eight state-supported institutions of higher learning experienced a successful year during 1978-79, receiving an increase in continued support from the state's law-making body. The 1979 legislature appropriated $111,581,456 for the general support of the eight universities for fiscal year 1979-80. In addition to the general support funds, the University of Mississippi medical center, which includes the school of medicine, the school of dentistry, the school of nursing, the teaching hospital and the school of health related professions, received an appropriation of $32,105,570 for a 10.43 percent increase over last year's appropriation. The agriculture-related agencies and the college of veterinary medicine at Mississippi State University received an appropriation of $22,837,986 during the 1979 legislative session. A total of $175,589,787 was appropriated to support higher education and research in Mississippi's state-supported universities and research agencies under the governance of the Board of Trustees of State Institutions of Higher Learning. Salaries of university employees at the eight state-supported universities increased an average of 7 percent.

Appropriations

Substantial sums were appropriated by the legislature for capital improvement, repair and renovation. An appropriation of $5.6 million was earmarked for the final phase of the college of veterinary medicine at Mississippi State University, which will be completed by 1981. Another major project funded during the 1979 legislative session is the acute services wing to be constructed at the University of Mississippi medical center in the amount of $12 million.

Capital Projects

During the 1978 legislative session, $400,000 was appropriated for an indepth study of higher education in Mississippi. The Academy for Educational Development was selected to conduct the study, which was completed during this past year. Several constructive recommendations were made by the academy, one of which was the implementation of a uniform management information system to be utilized by the eight universities. The 1979 legislature appropriated $700,000 to the Board of Trustees for the

Statewide Study

Management Information

development of a plan and to begin the implementation of a statewide management information system. In addition to the new management information system, the Board of Trustees will be working to strengthen the doctoral programs offered in Mississippi. A report of projected library needs in the eight state-supported universities through 1985, an assessment of all tuition and fees charges, a plan of projected student enrollments and a staffing plan at each university are being developed. One landmark event occurring this year was the graduation of the first graduating class of the University of Mississippi school of dentistry in May 1979.

New Programs and Plans

Off-campus Policy

During 1978-79 the Board of Trustees instituted a new policy regarding off-campus offerings, limiting each university to an assigned area of responsibility in order to prevent duplication of off-campus offerings by two universities in a particular area. As authorized by HB 1266 passed by the 1979 legislature, Mississippi officially became a member of the Education Commission of the States, further enabling our state to maintain a cooperative and professional basis with nationwide higher education bodies.

ECS Membership

EIC Program

The Board of Trustees of State Institutions of Higher Learning was designated to administer U.S. Office of Education funds for the planning and development of educational information centers (EIC) in Mississippi. The pilot information center was established to dispense information to potential adult learnins and was funded and placed in operation to culminate the year's activities. Two new EICs are now in the planning stages.

Student Loans

The appropriation for the Postsecondary Education Financial Assistance Board, administered by the Board of Trustees, continued to be escalated this year. These loans are for students who cannot secure financial aid from commercial lending institutions. To date, 26 schools, both public and private, are participating. These postsecondary assistance loans are in addition to the state medical and dental loans, the graduate and professional degree scholarship program, the Southern Regional Education Board and the nursing scholarship program, which are also funded by legislative appropriations.

Enrollments

Mississippi's state-supported universities had a headcount of on-campus students of 48,691 during 1978-79. As in the academic year 1977-78, the number of women on-campus still outnumbered the number of men during 1978-79, with 51.8 percent of women on-campus. Continuing education is an important part of university operations in Mississippi, and during 1978-79 off-campus and extension classes served 4,877 students.

MISSOURI

Department of Higher Education
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Bruce Robertson, Commissioner of Higher Education

Master Plan III

Five years of effort were culminated in 1978-79 with the publication and distribution of *Master Plan III for Postsecondary Education in Missouri.* The effort involved several hundred professional and lay citizens and had been the priority project of the nine-member lay Coordinating Board that heads the Department of Higher Education. The plan emphasized the new

problems facing higher education in a period of no growth and enrollment decline.

Enrollments

Statewide, the fall 1978 enrollments declined from 1977 by 2.7 percent in headcount and 3.5 percent in full-time equivalent students. The public sector lost 2.4 percent headcount and 3.5 percent full-time equivalency while the private sector lost 3.5 percent in both categories. The decline was primarily in full-time students, 4.0 percent statewide, while part-time enrollments declined only 0.3 percent. Total headcount enrollment stood at 204,858 and total full-time equivalent enrollment at 158,264. Of those totals, 23 percent of the headcount and 24 percent of the full-time equivalency were enrolled in the private sector.

Appropriations

The higher education operating appropriation increased from $280 million in fiscal year 1979 to $303 million for fiscal 1980. This was an 8.2 percent increase in appropriations for 1979-80 as compared to an 11.7 percent increase for 1978-79. Appropriations for the Department of Higher Education, including the state library, increased to $1,459,904 or 8.8 percent, the senior institutions increased 9.6 percent to a total of $247,204,986 and state aid to the community colleges remained stable at $28,366,378. Refinement of the formula budgeting process continues in the directions of determining need rather than making automatic increments and in identifying differential needs among the institutions in both instructional and support categories. This past year differential funding was applied to state aid for the two-year public community colleges and guidelines were applied that denied state aid for general interest noncollege credit courses, except for developmental studies. During this coming year, those guidelines are to be adapted for application to the public four-year colleges and universities.

Formula Budgeting

Capital Projects

Capital appropriations totaled $22,724,825 for fiscal year 1980 as compared to $28.2 million in 1978-79. A facilities inventory and capital review project is now under way as part of the process leading toward a five-year plan for attending to capital needs.

Master Planning Studies

The department has initiated a series of master planning studies for individual subject areas. Health education is receiving first priority with nursing and allied health the objects of initial effort. An updated and expanded certificate and degree program inventory was recently completed. It is anticipated that during 1979-80, statewide articulation policies will be developed both for two- and four-year college transfer and for the transfer of vocational/technical credits. Effort will also be initiated to examine alternatives for increasing access to two-year vocational programs throughout the state. Regional coordinating councils have been established and during the coming year will begin monitoring institutional application of Coordinating Board criteria addressing the issues of quality and unnecessary duplication in off-campus education. Effort continues in the direction of seeking regional agreements sufficient to undergird the establishment of a school of optometry at the St. Louis campus of the University of Missouri.

Regional Programs

Statewide Information System

In 1978-79 a new state information system was implemented and effort is now under way to automate the comprehensive institutional data that system provides. A systematic series of reports has been initiated utilizing those data. A computing task force launched last year will continue in the months ahead to investigate a unified statewide computing system that would enhance both cost and utilization effectiveness.

Institutional Regulation

Bills regulating both proprietary and nonaccredited degree-granting institutions again fell short of passage in the legislature. While those matters continue to receive intense legislative attention, Missouri remains one of the few states without regulatory authority in these areas.

Student Aid

The legislature adopted several significant amendments to the Missouri student grant program. (Although passed by the legislature, the amendments had not been approved by the governor as of July 18, 1979.) Effective in 1979-80, eligibility is extended to students attending all nonprofit postsecondary institutions in Missouri that are not constitutionally prohibited and to permanent residents of the United States who are also residents of Missouri. Effective in 1980-81, the maximum award will be $1,500 rather than the present maximum of $900. The award will continue to be either the maximum, one-half the institutional fee (tuition) or actual need, whichever is less. The institutional fee applied will be that of the previous year rather than the current base year of 1971-72. In 1978-79 the grant program was funded at $7.5 million plus $1.2 million federal State Student Incentive Grant (SSIG) funding. The $7.5 funding is held constant for 1979-80 and SSIG funds are anticipated as $1.5 million. Upwards of 50,000 applications are expected for 1979-80. The student grant program is supplemented by a state guaranteed student loan program authorized by the legislature in 1978. The first loans under that program will be made in fiscal 1980.

MONTANA

Board of Regents of Higher Education
33 South Last Chance Gulch
Helena, Montana 59601
John A. Richardson, Commissioner of Higher Education

Role and Scope

After extensive study the Board of Regents adopted in 1978-79 a role and scope statement for each of the units of the Montana University System. Laws governing community colleges were revised by the 1979 legislature.

Two-year Colleges Funding

Language written into the appropriation bills controlling the state's share of community college funding is expected to be challenged legally. Total responsibility for vocational education governance was given to the State Superintendent of Public Instruction after the Board of Regents voted not to accept responsibility for postsecondary vocational education.

Voc-Ed Governance

Faculty Contracts

Contracts were negotiated with the faculties at Eastern Montana College and the University of Montana. The legislature authorized an interim study on funding of the Montana University System and the community colleges. The study has been assigned to the legislative interim finance committee with cooperation from all interested parties. The legislature also authorized the establishment of a guaranteed student loan program to be guided by an advisory committee yet to be appointed.

Funding Study

Student Loans

Appropriations

The 1979 legislature authorized increased appropriations to the units of the Montana University System with 1979-80 levels 7.2 percent above budgeted levels for 1978-79 and 1980-81 levels 6.2 percent above 1979-80 authorizations. State appropriations increased 10.4 percent and 7.8 percent respectively while general fund contributions increased 9.4 percent and 8.5 percent respectively. Contributions from the state's millage fund increased by 1 percent and 4.8 percent respectively.

Headcount enrollment in all Montana institutions increased slightly (0.3 percent) from fall 1977 to fall 1978. The community college sector showed a 5.9 percent decrease while private colleges increased 0.7 percent and the Montana University System increased 1 percent. Fiscal year full-time equivalent students decreased by 1.6 percent within the Montana University System. Enrollment audits performed by the legislative auditor at the units of the Montana University System in conjunction with the legislature's consideration of university system funding demonstrated only minor discrepancies at some campuses. At one campus the enrollment review generated additional legislative calls for closure.

Enrollments

The legislature authorized $24,397,355 in capital improvements of which $988,055 are dedicated to improving handicapped accessibility. Questions were raised concerning the legislature's legal ability to appropriate certain designated plant funds within the Montana University System.

Capital Funds

The university affiliated program satellite was initiated in the office of the Commissioner of Higher Education to coordinate university activities for the developmentally disabled and was later relocated to the campus of the University of Montana at Missoula. A statewide educational information service, entitled Montana learning services, will be established following a planning grant for educational information centers funded under Title IV of the federal Higher Education Act.

Program Satellite

EIC Program

NEBRASKA

Coordinating Commission for Postsecondary Education
301 Centennial Mall South
P.O. Box 95005
Lincoln, Nebraska 68509
William S. Fuller, Executive Director

In addition to the annual report of the commission, a newsletter entitled *Coordinating Commission Update* has been inaugurated and *A Directory of Nebraska Institutions of Postsecondary Education* has been initiated through the education information systems (center) project. The directory provides an organization structure listing all postsecondary institutions by major category and shows their relationship to the commission. Discussions continue concerning the commission's recommendations for UNISON, a plan and set of recommendations for a postsecondary education information system that would be responsive to the needs of the governor, legislature and state agencies for information regarding the activities and status of postsecondary education in Nebraska. The recommendations have been reviewed by the legislature for a second time and action is anticipated in the 1980 session.

EIC Program and Publications

UNISON Information System

The commission has published a series of mini reports including an *Analysis of the State Student Incentive Grant Programs for 1977-78*, *A Statement on Undergraduate Degrees*, and *Postsecondary Education Profiles for the States of Nebraska, Colorado, Iowa, Kansas, Missouri, Oklahoma, South Dakota and Wyoming*. The profiles were adopted from the *State Postsecondary Education Profiles Handbook*, published by the Education Commission of the States.

New Publications

Under way are two major reports, the first being a four-year summary and

analysis of HEGIS* data that has been recently verified by the institutions. The second publication will be a listing of programs and degrees by institution, by degree level and by degree title for quick reference purposes in information systems, centers, institutions and libraries. This list is being verified by comparing catalog listings with data on the degrees awarded at the institutional level. The commission has assumed responsibility for administering Title I of the federal Higher Education Act, for the development of a state plan for educational information centers (EIC) and for recommendations regarding the establishment of a private nonprofit guarantee agency for the guaranteed student loan program.

EIC and Student Loans

Institutional Regulation

The legislature and governor approved LB 141 that gives the commission authority to approve the operation of out-of-state postsecondary institutions in Nebraska, the establishment of any new private (independent) postsecondary institution and the responsibility of working with the State Board of Education on the approval of private vocational schools who wish to grant the associate degree.

NEW HAMPSHIRE

Postsecondary Education Commission
61 South Spring Street
Concord, New Hampshire 03301
James A. Busselle, Executive Director

Student Aid

The New Hampshire incentive grant program was expanded to include juniors in 1978-79 and all undergraduates attending in-state colleges will be eligible in 1979-80. A state medical school capitation and loan program and the veterinary medical capitation and loan program have been liberalized and a new program reserving slots for optometry students has been created. Lending under the guaranteed student loan program continues to increase dramatically.

Continuing Education Analysis

The Postsecondary Education Commission is in the process of completing the statewide needs analysis in the area of continuing education. The end result of this program will be a comprehensive analysis focusing on the licensing, certification or recertification requirements for each occupation for a significant population in the state; the need of the profit sector for entry-level training and the training and education required for advancement or job retention; a similar set of needs in the nonprofit sector; and the individual human needs that can be met through continuing education.

EIC Program

The commission's educational information centers (EIC) program has been operational through most of the year. It consists of the New Hampshire learning line, a statewide toll-free WATS line providing information and reference services and five educational information centers strategically located throughout the state to provide individualized counseling and guidance.

*Higher Education General Information Survey

NEW JERSEY

Board of Higher Education
225 West State Street
Trenton, New Jersey 08625
T. Edward Hollander, Chancellor

Statewide Plan

At its June 1978 meeting, the Board of Higher Education approved the final draft of "A Call by the Board of Higher Education for the Preparation of the 1980 New Jersey Education Statewide Plan." The board took this action after circulating two preliminary drafts of the document and conducting a series of public hearings on their content. Among the planning issues discussed are boundaries for admission among the various sectors, improved program offerings, graduate education, the interface between primary/secondary and higher education, student facilities and services, libraries, facilities planning, urban education, adult and continuing education, vocational education, increased access to higher education, strengthening faculty resources, computer facilities and data processing services and increased accountability. The planning process was conducted through a series of task forces and councils composed of persons representative of the academic institutions, faculty, students and other relevant groups. The final draft of the statewide plan is scheduled for review by the board in March 1980 with individual institutional plans scheduled for completion the following month.

Appropriations

Fiscal year 1980 net state original appropriation for the higher education system is $442.3 million, an increase of $25.4 million or 6.1 percent over fiscal 1979. This original appropriation will be adjusted upward later in 1979-80 by transfers from the state treasury to cover the cost of negotiated salary increases and other benefits. In addition, the system will have available in 1979-80 up to $2 million in prior year's unexpended balances to supplement the $21.9 million the 1980 appropriations act provides as direct funding for the tuition aid grant (TAG) program. These balances, in combination with direct funding provided for all other student aid programs, will permit full funding of the TAG program in fiscal 1980.

Student Aid

In January 1978 the governor signed into law a package of three bills that established a coordinated set of student assistance programs — the tuition aid grant (TAG), the Garden State scholarship and the Garden State fellowship programs. The TAG program awards up to $1,200 or tuition, whichever is less, to students based on ability to pay. The grants are portable to seven states that signed reciprocal agreements with New Jersey. The Garden State scholarship program, administered by New Jersey colleges under state guidelines, provides awards up to $500 on the basis of need and merit. It is anticipated that, for the 1979-80 academic year, 140,000 students will apply for financial aid with over 40,000 qualifying for assistance. The Garden State fellowship program provides $4,000 awards to outstanding graduate students enrolled in New Jersey graduate schools. The undergraduate programs use a single application, which may also be used as an institutional and Basic Educational Opportunity Grants application, and the uniform methodology of need analysis. The total student assistance budget for fiscal year 1979 was $40.5 million.

County College Study

In 1978 the board established the commission to study the mission, financing and governance of the county colleges and directed it to recommend to the board a revised statement on the collective mission of the

county college sector, alternatives to enrollment formulas as the determinant of county college financing, and appropriate boundaries between and among the colleges, the counties and the state in county college governance. The commission presented its findings to the board in April 1979, making 56 major recommendations. At the June 1979 board meeting the chancellor's favorable response to the commission's report was reviewed by the board.

Proposed County Colleges Changes

The board 1) adopted a new mission statement for the community college sector; 2) recommended that legislation be filed establishing a new funding mechanism based on the provision of categorical aid and differential funding; and 3) recommended that legislation be filed to change the composition of community college boards of trustees, primarily by giving the state the authority to appoint two of nine members and barring elected public officials from serving. Legislation affecting the changes has been filed.

Articulation

The state colleges have focused attention on improving articulation between the colleges and the secondary schools. Two pilot projects emphasizing support for the improvement of basic skills proficiencies have been initiated — one a skills training program for secondary school teachers, and the other a student peer tutoring project. Both projects are being implemented in public urban high school settings. Other kinds of articulation programs are also being encouraged such as college courses offered in the high schools, high school students attending courses on college campuses and arrangements through which students may complete the senior year of high school and the freshman year of college simultaneously.

Medical Education for Disadvantaged

The Department of Higher Education has awarded grants to two institutions, Montclair State College and Seton Hall University, for special pilot programs to prepare disadvantaged New Jersey students for entry into medical or dental schools. The objective of the programs, which lead to baccalaureate degrees, is to seek out high school students of high potential but with limited past opportunities and provide them with the means to compete effectively with their peers in gaining admission into professional schools. Students admitted into these programs will receive strong preparation in the sciences, remedial work in basic skills as needed, academic and preprofessional counseling and clinical exposure to the medical and dental professions. Each institution will receive a total of $250,000 over five and one-half years to support the administration of the programs and special academic and counseling services. The first classes will be started in September 1979.

Medical/Dental Loans

Legislation recently was passed creating a program for New Jersey medical and dental school graduates with intent similar to that of the National Health Service Corporation. In return for service in designated underserved areas of the state, participating physicians and dentists could have up to $30,000 in education loans forgiven. When fully operational, the program could involve as many as 135 physicians and dentists, the majority of whom would be physicians.

Health Professions Study

The Department of Higher Education recently completed a year-long examination and discussion of the future direction and anticipated cost implications of the state's responsibilities in health professions education. This study was undertaken in response to a growing concern for the need to educate an appropriate and balanced pool of highly qualified health professionals while, at the same time, maintaining an equitable balance in support available to all sectors of the higher education community. As a

and Results

result of the study, the board has developed a series of long-range policy guidelines for the continued development of health professions programs

throughout the state. These deal with the steady but controlled growth of medical and dental education, and the provision of an adequate but not excessive number and variety of allied health programs to meet well-documented manpower needs.

New Aid to Private Law

The Independent College and University Assistance Act, enacted July 1979, makes New Jersey the first state in the nation to link state funding for independent institutions to funding for the public colleges. Under this new legislation, which replaced a 1972 law, the total appropriation for the independent colleges will be determined by taking 25 percent of the average direct net state support per full-time equivalent (FTE) student for the state college sector in the previous academic year and multiplying this amount by the number of New Jersey undergraduate students (counted on FTE basis) enrolled in eligible independent institutions during the previous academic year: 10 percent of the total appropriation will be divided in equal amounts among the eligible institutions; 35 percent of the total will be distributed according to the number of enrolled full-time undergraduates who received state financial aid, or $1,000 or more of institutional aid during the preceding academic year; and 55 percent will be based upon the number of New Jersey undergraduate residents enrolled in the independent sector in the preceding academic year.

Basic Skills Test

In response to a decree that all New Jersey public colleges test their incoming freshmen for possible deficiencies in reading, writing and quantitative skills, the department's basic skills council annually administers the New Jersey college basic skills placement test on a rolling basis throughout the year. The test, which includes an holistically scored student essay, may be administered only after a student has been admitted to the college, and the results are used to place students in appropriate courses. Among the more than 50,000 freshmen entering college each year, the test has identified large numbers of students with deficiencies in basic skills. The Board of Higher Education is currently working in cooperation with the Department of Education to improve the effectiveness of basic skills instruction in New Jersey, in the elementary and secondary grades as well as in college.

NEW MEXICO

Board of Educational Finance
1068 Cerrillos Road
Santa Fe, New Mexico 87503
Donald Stuart, Executive Secretary

Postsecondary Study

Another study of the laws pertaining to postsecondary education in New Mexico has been authorized. The particular areas of interest include how to provide access to lower-division academic and vocational education for students living in locations without the population to support a campus. The question of requiring local support for two-year colleges in an equitable manner to the citizens will be addressed. Another area of board activity is the development of a quantitative formula that differentiates among fields of study for the two-year colleges. State-level program approval will be proposed.

Funding Formula

Institutional Regulation

The offering of graduate-level courses by out-of-state institutions is becoming more of a problem as quality control of these courses is lacking. In addition to examining the statutes governing out-of-state institutions

operating in New Mexico, the possibility of the state participating in funding of off-campus graduate courses offered by New Mexico institutions will be considered.

Formula Budgeting

Although there has been a fluctuation in enrollments among the institutions, statewide enrollment levels have been fairly constant. The instructional formula has functioned satisfactorily, but the formula designed to establish funding levels for the support areas needs modification. Since many of the costs in these budget categories are relatively fixed and unrelated to enrollment changes, attempts will be made to develop a more realistic formula for projecting expenditure needs in the support areas.

NEW YORK

Board of Regents
University of the State of New York
State Education Department
Albany, New York 12230
Dorothy G. Harrison, Deputy Commissioner for
Higher and Professional Education

Enrollments

In 1978-79 New York's public and independent colleges and universities enrolled over 603,000 full-time degree credit students, a decrease of 0.8 percent from 1977-78. Enrollment in the State University of New York (SUNY) declined this year by 0.5 percent as compared with a 1.4 percent decline in the preceding year. The City University of New York (CUNY) decreased by 5.8 percent, in a reversal of the previous year's 1.8 percent increase. Enrollment at the state's independent colleges and universities contined to increase, this year by 1.4 percent, while enrollment in proprietary schools remained unchanged after a 9.9 percent increase last year. Part-time enrollment dropped again at CUNY, this year by 5 percent and declined by 1.9 percent at the independent colleges and universities. However, part-time enrollment at SUNY continued last year's upward trend, increasing 4.6 percent after last year's 2.8 percent rise, and also rose by 5.8 percent at proprietary institutions compared with a 0.2 percent increase in 1977-78. While it now appears inevitable that there will be a future sharp decline in full-time undergraduate enrollment, projections of part-time undergraduate and both full-time and part-time graduate enrollment are less certain, both because of social factors and policy directions, including state student aid formulas, and of uncertainty about the ways in which postsecondary institutions will react to these factors.

Enrollment Decline

Appropriations

As of June 1979, funds appropriated for postsecondary education in fiscal 1979-80 were $1,595 million, an increase of 5 percent over 1978-79. This included funds provided in the supplemental budget. The major increases in appropriations were for SUNY ($33.6 million), the Tuition Assistance Plan (TAP) ($15.4 million), and state aid to CUNY for which the state currently supplies 75 percent of the operating budget ($10.7 million). While demands of debt service for SUNY continued to rise, reaching $175 million, an increase in lower-division tuition bringing undergraduate tuition to a uniform $900 was expected to increase income funds by $25 million to meet debt service requirements and a higher operating budget. Tuition at CUNY was also raised to a uniform $900. The legislature approved an increase totaling $22 million in state aid to independent institutions effective July 1980.

Tuition Increases

Student Aid

The increase in Tuition Assistance Plan (TAP) appropriations reflects the increase in the maximum award from $1,500 to $1,800 and the phasing-in of more generous eligibility standards. Funding for opportunity programs increased slightly from $36.9 to $37.3 million. In 1978 the governor and the legislature approved two measures intended to benefit parents of postsecondary students. One measure, the Parent's and Student's Savings Plan (PASS), permits deferral on New York state income tax of parental contributions to a custodial account created for future higher education expenses — up to $750 annually for each full-time student in the family. The second measure provided for an income tax deduction of one-half of tuition less any tuition assistance award, for tuition paid for dependents of state residents who attend postsecondary institutions in New York. The deduction may not exceed $1,000 for each dependent and is not allowed for any student for whom a distribution from a PASS account has been made. Based on statistical sampling, the Department of Taxation and Finance estimates that between 10,000 and 12,000 PASS accounts were created in 1978, and that between 200,000 and 250,000 taxpayers took advantage of the tuition deduction provision in filing their 1978 New York income tax returns.

New Programs

City University Funding and Governance

A new structure for governance and funding of CUNY was approved in the 1979 legislative session. Under this new structure, the state's funding of the operating and capital expenditures of the senior colleges of the City University of New York will gradually increase from the present 75 percent to 100 percent over a four-year period. The term of the present members of the Board of Higher Education was extended to the end of 1979 when the board will be replaced by a 15-member board, of whom 10 will be appointed by the governor and 5 by the mayor of New York City. All appointments will be subject to senate confirmation.

Statewide Plan

In November 1978 the regents submitted to the governor their 1978 *Progress Report on the 1976 Statewide Plan for the Development of Postsecondary Education.* In this report the regents reaffirmed their five goals for postsecondary education: freedom of access, freedom of choice, quality education, responsiveness to societal needs and efficient use of resources, and assessed the progress made in respect to these goals by all sectors of postsecondary education in the state. The regents requested the governor's approval of new enrollment goals. During 1978-79 the postsecondary community began the process of preparing for the review of institutional missions and available resources that will shape the recommendations to be included in the 1980 *Statewide Plan.*

Program Approval Court Case

In June 1978 the Court of Appeals, New York's highest tribunal, reached a unanimous decision in the case brought by the State University of New York challenging the authority of the Board of Regents to deregister (end accreditation for) academic programs that do not meet academic standards for registration established by the Commissioner of Education. The court sustained the position of the regents on the issue in question involving doctoral programs at one of the SUNY university centers. The court's decision, which upheld rulings in two lower courts, brings the litigation to final resolution.

Doctoral Programs Review

The State Education Department, acting for the regents, continues to conduct academic quality assessment of doctoral programs. Review of the quality of programs that train teachers is now under way. Over the next three years, the review of 388 doctoral programs in education will be conducted, a process that will include institutional self-assessment and

thorough investigation of the quality of the programs by distinguished out-of-town scholars, national professional associations and an in-state advisory group of graduate deans. This is the department's first review of doctorate programs in a professional field.

New Management Careers

The first year of a special program to open career paths in business for persons with doctoral training in the humanities and related social sciences has been completed and the second year is now under way. Sponsored by the regents and run jointly by the State Education Department and the New York University graduate school of business administration, the program is designed to prepare highly talented individuals for management positions in business. Last year 50 men and women, Ph.D.s or near Ph.D.s, were selected to participate in the intensive seven-week program, which is supported by grants from the National Endowment for the Humanities, the Rockefeller Foundation and several major corporations.

New Quality Standards and Regulations

Over the past 18 months, the State Education Department staff has been reviewing the standards for the registration of postsecondary curricula set forth in the regulations of the Commissioner of Education. A draft of proposed revisions was discussed by the regents in June, and was sent to all degree-granting institutions, other state agencies, faculty associations, student organizations and other interested parties for comment. Public hearings will be held in September. Following any changes that may be necessary, the regents will be asked to approve the standards at their November meeting. This is the first general review of quality standards in postsecondary education undertaken by the department since 1971. By and large, the proposed standards focus on faculty quality, composition and responsibilities; administrative policies and procedures; and adequacy of resources and services, both on the main campus and off-campus. The quality of off-campus instruction has recently been a significant area of concern for the regents and the department. The new proposed regulations related to postsecondary off-campus instruction not only address the quality of the instruction offered, they also provide for a planning review of such centers as they emerge. Another new part of the regulations would specifically govern the operation of nonchartered proprietary institutions authorized by the regents to grant degrees. Other new sections would set additional requirements for the professions, the effect of which would streamline regulations applying to professional education, not to increase or decrease standards nor to add to procedures.

NORTH CAROLINA

University of North Carolina
General Administration
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William C. Friday, President

Teacher Certification

In October 1978 the Board of Governors of the University of North Carolina and the State Board of Education concurred on a proposed program for revising teacher certification standards and teacher education program approval procedures for higher education. A joint resolution on quality assurance for professional personnel outlines the aims of the program.

Pursuant to commitments made in the revised *North Carolina State Plan for*

the Further Elimination of Racial Duality, the board adopted in December 1978 a document entitled "Comparative Study of Baccalaureate and Master's Program Offerings: North Carolina Agricultural and Technical State University, the University of North Carolina at Greensboro, and Winston-Salem State University; and North Carolina Central University, North Carolina State University at Raleigh, and the University of North Carolina at Chapel Hill." This study examines all program duplication at the baccalaureate and master's degree level among these two groups of three institutions each. Based on this study, the board concluded that there was no unnecessary program duplication and that to close or transfer programs would inflict serious damage on the institutions and their students and would limit access to higher education. Also in December, the board approved the 1978 revision of its long-range plan. The revision authorized planning for 10 new bachelor degree programs, 15 new master's programs and 1 new doctoral program. This latest edition of the long-range plan also commits the board to make several program evaluations and to conduct a number of special planning studies over the next two years.

Program Review

Long-range Plan

In February 1979 the Board of Governors adopted a report on faculty workload and academic tenure in the university, *Report on Faculty Workload and Academic Tenure in the University of North Carolina.* The report concludes that the workload of the individual faculty members in the university is not significantly different from that of their peers in other public colleges and universities across the United States and that the tenure policies established in the code of the university, as well as the regulations and procedures established by each institution, are consistent with general national practices and standards.

Faculty Workload/ Tenure

Actions of the 1979 legislature included HB 65 that changes the retirement age to 70, but allows the Board of Governors in accordance with federal law to provide that until July 1, 1982, tenured faculty must retire at 65 unless continued on a year-to-year basis. In the appropriations act, the board is required to "make a study of, and establish all reasonable regulations necessary to limit expenditures for travel to meetings or conventions of private organizations and for travel which is not solely for public business." It also requires that the results be reported to the 1980 session of the General Assembly.

Retirement Law

Travel Rules

Another bill established the University of North Carolina center for public television to be governed by a 22-member board of trustees — 11 appointed by the Board of Governors, 4 by the governor, 1 each by the speaker of the house and the lieutenant governor and 5 ex officio, including the president of the university. The Board of Governors may delegate such powers to the board of trustees as it deems appropriate, except its responsibilities as official licensee.

Public Television

NORTH DAKOTA

State Board of Higher Education
State Capitol Building
Bismarck, North Dakota 58505
Kent G. Alm, Commissioner

The North Dakota biennial legislature met in 1979 in what proved to be a difficult session due to the earlier passage of an initiated measure that

Tax Revenues

earmarked $28 million of tax funds for North Dakota municipalities, another such measure reducing the personal income tax revenues and the general fund by more than $100 million, and the far-reaching ramifications of Proposition 13. The end result, however, was quite favorable to higher education. In the final voting, salaries and wages including fringe benefits and new positions were increased for the first year by 10.8 percent, total institutional operating budgets averaged increases of 21 percent, buildings were allowed to the extent of $8.4 million and physical plant improvements were appropriated in the amount of $7.5 million. In addition the board was appropriated $1 million for unforeseen contingencies, $500,000 to improve access to the handicapped and another $900,000 for energy conserving improvements.

Appropriations

Regional Veterinary School

Although the five Old West Commission states had for more than two years been involved in plans for a regional veterinary school, enabling legislation was passed in three of the five states but not without much debate. Undoubtedly funding will be sought when the respective legislatures reconvene. As for access for the handicapped, one of the challenges to be faced before June 1980 will be to provide the greatest amount of program accessibility for the $500,000 appropriated plus such federal and other funds as may become available.

Handicapped Access

Retirement, Travel Expenses, Insurance

Other legislation having a bearing on postsecondary education includes the improvement of retirement plans for both teachers who are actively teaching and those who have retired, and increasing state employees' maximum travel expense allowances for meals to $13 per day, lodging to $20 per day and car mileage to 20 cents per mile while traveling instate by automobile. By private airplane it is 26 cents per mile. For out-of-state travel, the mileage is 14 cents by car, meals are at a maximum of $18 and lodging is reimbursed at the actual amount paid. Previously the state has paid the health insurance premium for employees. The employee has had the privilege of providing coverage for the spouse and children at the group rate. The 1979 legislature made identical coverage available to the family by paying an additional premium of $50 per month more than at present.

Aid to Private

For the first time the legislature made tuition assistance grant programs available to students attending accredited private institutions. The program will be administered by the student financial assistance director on the staff of the State Board of Higher Education. Another bill requires full and timely notices of meetings of all public bodies. A law was also passed providing that each full-time state employee earning $9,200 or less will receive a minimum increase of $50 per month in each year of the 1979-81 biennium. After much concern has been expressed prior to and during the legislative session about the rising costs of health care, a concurrent resolution was passed directing the legislative council to study the provision of health care services in North Dakota.

Salary Increases

Health Care Study

1980 Concerns

Concerns to be considered by the Board of Higher Education during the biennium include population projections and shifts, college and university missions and quality of instruction, increasing and diverse demand of coal impacted areas, energy, access for the handicapped and environmental requirements. The Board of Higher Education has previously authorized the implementation of a new accounting system for its institutions. The system, in a great part, is an adaptation of the accounting principles and reporting standards outlined by the American Institute of Certified Public Account-

Accounting System

ants, the National Association of College and University Business Officers and the National Center for Higher Education Management Systems.

OHIO

Board of Regents
State Office Tower, 36th Floor
30 East Broad Street
Columbus, Ohio 43215
Edward Q. Moulton, Chancellor

Budget Development

The work program of the Board of Regents in the 1978-79 period centered around budget development for the 1979-81 biennium and continued implementation of the master plan. Organizationally, the board received four new members and a new chancellor. Development of the higher education budget for 1979-81 began in early 1978 with a series of regional meetings with the regents and the trustees and presidents of all state-assisted colleges and universities. Institutional operating and capital requests received during the summer were consolidated by the regents into a composite higher education budget recommendation, reviewed with presidents and trustees at a statewide budget conference in September 1978. The nine-month process of working with the cabinet and General Assembly was highly successful. Throughout the budget hearings, the higher education community provided a strong and well-coordinated case, competing effectively with other state priorities. The result was a $1.5 billion operating budget for the 1979-81 biennium that represents 14 percent of the state's income. The capital budget will be decided when the General Assembly reconvenes in September 1979.

Management Studies

The 112th General Assembly appropriated $500,000 for management consultant studies in the 1977-79 biennium. These studies focus on effective management of academic resources and maintenance of institutional flexibility and stability in a time of unstable enrollments. A management studies task force, representing the administration and faculty of Ohio's institutions, businesses and industry and the legislature, awarded contracts for five management studies. Subjects of the studies, to be released summer 1979, focused on institutional and state-level program review, instructional budgeting practices, strategic planning for financial stability and flexibility, cost containment and management development.

Institutional Cooperation

The Board of Regents has served to initiate or administer several collaborative ventures within the college and university system in Ohio. Examples of the regents' role in coordinating statewide institutional activities are the Ohio Inter-University Energy Research Council (OIEURC), the Ohio Coal Research Laboratories Association (OCRLA) and the Ohio Technology Transfer Organization (OTTO). The Ohio Inter-University Energy Research Council represents an alliance of 12 state universities and the 2 largest private research universities working closely with the regents and the Ohio Department of Energy to promote, coordinate, facilitate and evaluate energy research and to seek support and accept grants for energy research and development. It has identified more than $6.5 million of federally sponsored energy-related research activities under way on Ohio's campuses and formed eight technical review panels of "recognized experts" to evaluate proposals, to recommend joint projects among universities and to develop a comprehensive state agenda for university-based energy research. It has also conducted a

Energy Projects

series of workshops with industrial representatives to identify areas of relevant university-based energy research. Primary target of the OIUERC activities is development and utilization of Ohio's extensive and under-utilized coal resources. Emphasis is also on increasing the supply of natural gas from sandstone, shale and coal deposits and increasing utilization of solar power in the industrial and agricultural sectors.

Other Consortia

The Ohio Coal Research Laboratories Association, a consortium of Ohio's research universities, has been designated by the regents to represent Ohio under provisions of Title VIII of the federal Surface Mining Control and Reclamation Act of 1977. Highest priority of the laboratory will be development of methods for increasing the marketability of Ohio's large resources of high sulfur coal. The Ohio Technology Transfer Organization, a consortial arrangement between Ohio State University and 11 of Ohio's two-year colleges, is developing new techniques for transferring the products of institutional research to the use of business and industry in Ohio, similar to the role the cooperative extension service has played in agriculture. The goal is to establish a network of colleges with good geographical distribution and a strong service orientation to provide technical assistance, information and training that will help Ohio's small businesses learn about and use the results of modern technology.

Student Aid

Expanding student assistance programs continue to provide increased access to postsecondary opportunities in Ohio. The instructional grant program distributed approximately $22.5 million in 1978-79 to more than 50,800 students attending public and private nonprofit colleges and universities and diploma schools of nursing. The newly approved budget provides for a 20 percent increase in grant levels and increased eligibility to a maximum family income of $19,999. New programs implemented in the 1978-79 academic year progressed well. The new academic scholarship program provided $1,000 scholarships to 1,000 Ohio high school seniors based on academic achievement and ability. The scholarships are renewable for four years. Objectives of the program are to reward academic excellence and to encourage Ohio's most outstanding students to further their educations within the state. The new National Guard scholarship program provided full tuition for 674 persons enlisting or reenlisting in the Ohio National Guard for a minimum of six years.

Technical Programs Review

The Board of Regents continue to implement its formal five-year review procedure for technical programs. New technical degree proposals are evaluated in terms of placement opportunities for graduates, input from local advisory committees and provisions for a well-rounded curriculum. The technical programs are reexamined every fifth year by both the institution and regents' staff with specific recommendations for continuation, discontinuance or inactivation as appropriate. An extensive tightening of the technical program taxonomy has recently been completed that will assist in both program evaluation and articulation. Also in 1978-79 engineering and business technologies inservice training programs were conducted to increase enrollments in programs and to align programs closely with industry's needs. Regional and statewide workshops, involving faculty, administration and advisory committee personnel, were conducted to focus on topics such as recruiting students, curriculum analysis, instructional design and effective use of advisory committees.

College Placement

The regents' two-year college annual placement report showed that 94 percent of the 1978 associate degree graduates of the state-assisted

community and technical colleges and university branches who desired full-time employment were able to get jobs. Greatest placement success for these graduates statewide was in the health and engineering/industrial technologies where job placement reached 97 percent, technology graduates in agriculture/natural resources (94 percent), public service (94 percent) and business (91 percent). These high placement records are attributed to changing employment patterns — the increasing numbers of technology-based jobs — and expanded placement services on the campuses — establishment of placement offices as well as increased counseling by faculty.

Lifelong Learning

To assist institutions in focusing attention on expanded services to adults and to recommend state policies to support these expanded services, the board has established an advisory committee on lifelong learning and assigned administrative personnel for program development. Surveys have been conducted to determine the level of existing programs and resources for lifelong learning, to determine the continuing education requirements of all licensed or registered professions and to assess the needs of adult learners. Conferences have been held throughout the state to gain the commitment of public and private institutional leadership for lifelong learning. Business, industry, labor and government leaders are gradually being incorporated into the conferences to help different groups articulate their needs for continuing education, to confirm the social and economic demand for continuing development programs and to solicit support for required new offerings.

EIC Program

In 1978 the Board of Regents was designated by the governor as the agency to develop the state plan for educational information centers in Ohio. The plan, as developed and submitted by the board's lifelong learning program section, calls for development of a process to identify needs and resources, to determine the most effective and cost efficient means of delivering informational and counseling services and to develop patterns of cooperation among agencies, educational institutions and community groups.

Area Health Education Centers

The area health education centers (AHEC) program represents a cooperative effort among Ohio's health professions education schools and colleges to provide health education programs in underserved rural and urban areas throughout the state. The AHEC planning contract, funded through the U.S. Department of Health, Education and Welfare, was initiated and is being coordinated through the regents' health affairs section. The goal is to coordinate and facilitate the regionalization of health education through cooperative planning among the health professional schools in Ohio. The program also addresses the issues of speciality and geographic distribution, supply, quality, utilization and efficiency of health professionals. Several earlier projects funded by the state have helped to set the stage for the AHEC program, including establishment of primary care residencies, family medicine programs and ambulatory teaching facilities. The new program promises both a major advance in the retention of health care professionals in Ohio and a solution to maldistribution of these professionals throughout the state.

Public Attitude Poll

A 400-person statewide telephone poll was conducted in 1978 to describe general attitudes toward higher education in Ohio, indicate the public's knowledge of the system, explore reasons for persons not participating in higher education opportunities and provide issues identification for public relations program development. The poll showed that citizens of Ohio have a high level of contact with higher education, think higher education is doing a "good" job, identify diversity as the greatest strength of the system and cost

as the greatest weakness, give cost considerations as the most frequent reason for not participating, are confused about the level of tax support provided higher education, but think more money should be spent.

OKLAHOMA

State Regents for Higher Education
500 Education Building
State Capitol Complex
Oklahoma City, Oklahoma 73105
E. T. Dunlap, Chancellor

New Master Plan

Progress has continued during 1978-79 on the development of a new master plan for the state system for the decade of the 1980s. The State Regents for Higher Education directed each institution to submit for regents' consideration by July 1, 1979, a comprehensive planning and management document to cover the first half of the decade ahead. The plans were to include components on student enrollment projections, educational programming, faculty development and alternative budget projections for the period. The regents will also develop a state-level planning document to complement the individual institutional plans to provide overall policy direction.

Enrollment

Fall 1978 term headcount enrollment in Oklahoma's public colleges and universities was 130,346, while enrollment in the state's private colleges and universities totaled 22,710. Overall enrollment decreased 0.7 percent from the fall of 1977. In addition to those individuals attending on the main and branch campuses of institutions, another 4,644 students were enrolled in degree-credit courses at off-campus centers, making a total of 157,700 students in Oklahoma higher education for the 1978 fall semester.

Degrees Awarded

During the 1977-78 school year, Oklahoma colleges and universities conferred 23,356 academic degrees, an increase of 208 degrees over the previous year. Public two-year colleges awarded 5,376 associate degrees and certificates and the state universities conferred 10,668 bachelor and first professional degrees, 3,306 master's degrees and 362 doctorates.

Student Aid

After two years of operation under a revised state regents' policy, public colleges and universities in Oklahoma reported awards of fee waiver scholarships to 6,043 students in 1977-78, totaling $1.53 million. Institutions are authorized to grant fee waiver scholarships in an amount equal to 1 percent of the institution's previous year's operating budget. The scholarships are to be awarded so that at least 50 percent of all awards are based on financial need with the scholarships apportioned to provide equity for students by academic discipline or field of study, by enrollment at the various levels and by student classification. The regents amended the policy further in 1978 to limit awards to residents of Oklahoma. The tuition aid grant program provided 7,821 Oklahoma college students with grants totaling $1.67 million in 1977-78. The amount available for student assistance under this program in 1978-79 is in excess of $1.87 million.

Aid to Minority Graduate Students

The regents made 37 awards worth more than $106,250 under their minority graduate student assistance program, of which 18 were doctoral study grants and 19 were graduate assistantships for students pursuing master's degrees. This program was set up in 1974 as part of the state plan for civil rights compliance in an effort to enlarge the pool of qualified

minority college-level teachers in Oklahoma. In the first three and one-half years of the program's operation, 15 students completed their doctoral degrees and 24 completed master's degrees. Students in the program agree to teach in Oklahoma higher education for at least as long as they received graduate assistance. The regents made 10 awards under a new and similar program to provide assistance to minority students during their first year in professional fields such as law, medicine, dentistry and veterinary medicine. Grants made under the professional degree assistance program amount to $3,500 per year for students pursuing study full-time.

Desegregation Plan

The Oklahoma higher education revised state plan for civil rights compliance received unconditional approval from the U.S. Department of Health, Education and Welfare (DHEW) in September 1978. The revised plan replaced a plan previously approved by DHEW in 1974 as a result of Oklahoma's involvement in the *Adams* case, a federal court case involving the desegregation of state colleges and universities. The revised plan, which was written to comply with the 1977 desegregation guidelines, contains 35 projects and activities aimed at erasing the vestiges of the old dual or segregated system of higher education in the state. In addition to many activities carried over from the original plan, the revised plan addresses directly several problem areas cited by DHEW, including enrollment of minority students at all levels of higher education; the employment of minority faculty and staff personnel in the state system; minority admission and enrollment in professional areas such as medicine, law and dentistry; and a redefinition of the role and mission of Langston University, Oklahoma's historically black college.

Health Careers Opportunity

The state regents' health careers opportunity program, funded through a special grant from the U.S. Public Health Service, is completing its second year of operation. The purpose of the project is twofold. First, it supports Oklahoma's effort to identify minority and disadvantaged youth who have aptitude for and interest in careers in health-related professions such as medicine, dentistry, nursing, pharmacy and the like. Once such students are identified, the project provides, with the cooperation of the colleges and universities where the students are enrolled, special counseling, course work and tutorial assistance to help the students prepare for admission to health-related professional programs.

Appropriations

The regents allocated funds for institutional budgets for 1979-80 totaling $298.39 million, an increase of $32 million in state-appropriated funds over the current year. The budget allocations represent 97 percent of the $306.5 million budget needs recommended by the regents to the 1979 Oklahoma legislature.

OREGON

Oregon Educational Coordinating Commission
495 State Street
Salem, Oregon 97310
T. K. Olson, Executive Director

Tax Relief Law

Oregon's 1979 biennial legislative session ended July 4, with its major accomplishment passage of a $705 million tax relief package. The package included both property tax and income tax relief, a state expenditures limitation and limitations on local governments in terms of voting on local

property tax proposals. A local tax rate limit was not included. Even with large state appropriations for tax relief and for funding elementary/secondary education, postsecondary education fared pretty well with the legislature.

Appropriations

The state's four-year college and university system received $262 million for the instructional portion of the budget (education and general services) for 1979-81, a 22 percent increase over the last biennium. This is exclusive of the salary increase adjustments for faculty and other employees. The 1979-81 amount included program improvements above the base budget in several areas, such as academic computing, library resources and maintenance of buildings. Improvements also were provided in the health sciences center budget, including five new faculty positions. The legislature revised the 1 percent stabilization policy adopted in 1977 for state system institutions that softens the fiscal impact of rapidly declining enrollments. Under the new policy, an institution suffering large enrollment decreases will be required to absorb at least one-third of the decline in financial support each year until its enrollment returns to within the 1 percent margin.

Tuition Increases

The legislature continued the policy adopted in 1977 of tuition for various student categories in the state system being a percentage share of instruction costs. For undergraduate residents, although the dollar amount for tuition will increase, the share was reduced from 24 to 23 percent, graduate resident student share was reduced from 29 to 27 percent and nonresident undergraduates will continue to pay 100 percent of the costs of their instruction. Nonresident graduate students' share was increased from 38 to 50 percent. Medical and dental students were raised from 15 to 17.5 percent and veterinary medicine was set a 17.5 percent of the WICHE* exchange rates.

Student Aid

The State Scholarship Commission received a 35 percent increase over the previous biennium for student aid. Nearly $9 million was appropriated for need grants for students with family incomes up to $18,500 and $1.5 million was added to the governor's budget to continue a tuition offset grant program for state system students, up to $20,000 income. Grants and loans to medical and dental students were raised to $635,000, and the cash awards program was funded at $810,000.

Two-year College Funding

State aid to 13 community colleges, one area education district and the out-of-district fund totaled $98.5 million for 1979-81. This was a 19.3 percent increase over the previous biennium and represents about 44 percent of operating costs. On a per student basis the appropriation was a 7.7 percent increase the first year of the biennium and a 7 percent increase the second year.

Aid to Private

The state aid to independent institutions totaled $5.5 million, a 14.2 percent biennial increase. The per student amount was increased by 7 percent each year of the biennium. The legislature also directed that an interim legislative study be conducted on the purchase of educational services in independent colleges.

Educational Broadcasting

A bill was approved calling for a new state commission on public broadcasting to be established under the Board of Higher Education, which currently is responsible for operating the four state-owned educational and public television stations. The 11-member commission is to be delegated

*Western Interstate Commission for Higher Education

authority for operating the television facilities and for coordinating noncommercial radio and other telecommunications media. Members of the commission will represent elementary/secondary education, community colleges, higher education, the broadcasting industry and the congressional districts.

Reciprocity

The legislature charged the Educational Coordinating Commission with providing leadership in working with the Boards of Education and Higher Education, community colleges and independent institutions in dealing with the state of Washington in negotiating reciprocal agreements on a trial basis for 1979-81 and for longer-term broader reciprocity for 1981-83 and beyond. The agreements would provide access by Southwest Washington residents to Portland State University for upper-division enrollment at Oregon in-state tuition rates.

Capital Funds

A total of $9.5 million was appropriated for community college construction. The legislature did not act to require any plan for future state assistance for construction, which means funding will continue on a project by project basis each biennium. The four-year colleges and universities received $24.9 million, with more than half of the amount provided for correction of safety deficiencies and access for handicapped.

Tax Relief Vote

The tax relief package has gone into effect, but the legislature provided for a May 1980 vote of the people as to whether it should be continued. Several tax relief initiative petitions are being circulated for the November 1980 general election. None of the initiatives would become effective until July 1981, thus allowing the 1981 legislative session beginning in January to deal with the situation. Should the tax relief package be continued, the state expenditure limitation included in it will be a key factor for postsecondary education in terms of competition with other state agencies. The state budget would be limited each biennium to the growth in personal income the preceding two years. Any revenue in excess of 2 percent of the budget would be required to be returned to the taxpayers.

and Effects

PENNSYLVANIA

State Department of Education
P.O. Box 911
Harrisburg, Pennsylvania 17126
Warren Ringler, Commissioner of Higher Education
Clayton Sommers, Commissioner of Higher Education*

Master Plan

Pennsylvania law requires the State Board of Education to develop and periodically review and update a master plan for postsecondary education. The first plan was approved in 1967, the second in 1971 and the third in November 1978. One of the recommendations of the 1978 master plan is that planning be continuous rather than compartmentalized into four- or five-year periods. In accordance with the recommendation, amendments to the plan are presently being prepared in a number of areas including teacher education, health education and graduate education. As these subplans are prepared and approved by the State Board of Education, they will automatically become part of the master plan.

*Effective 9/6/79

Regional Councils

Pennsylvania has eight voluntary and autonomous regional councils covering the state and recognized by the State Board of Education as the higher education planning and coordinating bodies for the regions. Two councils are incorporated, two others are in process and five have established offices and staff. Council representatives were involved in developing the new master plan and reviewed the final draft with the board. Following the approval of the master plan, each council conducted a regional conference on master plan implementation. In addition to cooperative planning activities, all have adopted procedures for review of new programs and other activities include student cross registration, faculty exchange programs, cooperative academic and professional development programs and public service announcements jointly advertising all of the regional institutions. Regionalization, which did not exist when the 1971 master plan was adopted, is a recognized part of higher education in the 1978 master plan, which stresses the importance of regional council involvement in accomplishing the major objectives of higher education in the state.

Teacher Education Evaluation

In fall 1979 the Department of Education will begin the fourth round of five-year program approval evaluations for 85 institutions preparing professional personnel for the schools. Fourteen institutions will be evaluated by teams of 4 to 23 educators who will visit the campuses. Experimental models for program approval at three large universities are still in progress. Regulations and standards governing teacher education and certification are being reviewed and revised by the state board and the Department of Education. In search of new ways of expanding the competency-based approach to teacher education, diagnostic centers were established at eight colleges and universities.

Single Student Aid Form

Implementation of a composite financial aid application form permitting Pennsylvania residents to apply simultaneously for both federal Basic Educational Opportunity Grants (BEOG) and state student grants became effective with the 1978-79 academic year. Processing of BEOG data was carried out under a multiple data entry contract with the U.S. Office of Education whereby applicant data for some 175,000 applicants were transmitted to the BEOG national contractor for final processing. In addition, data from the composite application included those needed to drive the nationally adopted uniform system for evaluating parental ability to pay college costs. This latter offering has enabled 40 Pennsylvania colleges with remote terminals connected to the Pennsylvania Higher Education Assistance Agency (PHEAA) computer to have instant contact to their applicants' data without accessing paper files. Experimentally, five of these colleges abandoned their own application form in favor of using the PHEAA-collected data and packaging services according to institutional eligibility guidelines. Surveys conducted by PHEAA showed overwhelming support for both the composite application and the agency as a multiple data entry contractor. Financial aid officers, guidance counselors and students alike commended the agency for simplifying the financial aid application process to a single form and expediting the decision-making process.

Student Loans

Student borrowing through the PHEAA-administered guaranteed student loan program continues to be a major source of financial assistance to meet college costs for an increasing number of Pennsylvania residents. The 1978-79 academic year statistics compared with those from 1977-78 show that the total loan guaranty volume increased from $185.2 million to $244.9 million, the number of guaranties increased from 101,159 to 123,527, and the average guaranty increased from $1,831 to $1,982. Much of the impetus

for the increased loan activity can be attributed to the change in federal law making all loans, regardless of family income, eligible for federal interest subsidy for the period of the student's enrollment plus nine months. The former income ceiling for federal interest subsidy eligibility was $25,000 adjusted gross income. Activity volumes at PHEAA for the second half of the 1978-79 academic year were 41 percent greater than that for the 1977-78 academic year and the value of guaranties increased 54 percent.

Reciprocity

During 1978-79, two more contiguous states — Delaware and West Virginia — entered into reciprocity arrangements with Pennsylvania that establish the flow of student grants across state borders. New Jersey and Ohio have had reciprocity agreements. It appears neither Maryland nor New York will meet Pennsylvania's mandate to enter into an agreement effective with the 1979-80 award year. Therefore, first-time Pennsylvania grant applicants desiring to enroll at approved institutions located in Maryland and New York must rely on other forms of financial aid.

Aid to Private

The state continues to provide direct support for 12 private colleges and universities through general purpose line appropriations. The 1978-79 appropriations totaled $38,462,000. In addition, institutional assistance grants are provided through the Higher Education Assistance Agency (PHEAA) to eligible private nonprofit postsecondary institutions that do not receive direct state support. Funding for 1978-79 was $12.6 million for 76 such colleges and universities, 8 nonprofit postsecondary schools and an independent school of nursing.

Fifth Pathway Programs provide clinical training at participating medical schools to students who completed medical education at foreign medical schools. Funding for 1978-79 was $7,500 per student. However, only one medical school participated. Since only one school plans to participate in 1979-80 with an anticipated enrollment of eight students, termination of the program has been recommended.

Computer Budgeting

Over the last several years the state colleges and university have developed a computer-based budgeting system. This system is based upon the program classification structure developed by the National Center for Higher Education Management Systems. Information contained in this system is used for budget proposals, legislative hearings, local campus planning and projecting salary and benefit costs. A state fund allocation formula has been developed that also relies on the system's data.

Student Lobby

Much of the Commonwealth Association of Students' activities — the student advocate for the state colleges and university — focused on holding the line on ever-spiraling tuition costs, supporting academic quality and accountability and bringing the student point of view to legislators, officials and agencies. The association sponsored its first lobbying conference in March in Harrisburg. For three days the students attended sessions on how to lobby for increased state college and university appropriations, financial aid and federal student issues. In addition, the association drafted state legislation to prevent an increase in tuition for a one-year period and applied for a federal grant to advance information dissemination and grievance procedures for students in the state system.

Global Education

An advisory group on global education was appointed and met four times during this past year. In June 1979 the group's recommendations were sent to the Commissioner for Higher Education proposing action in teacher

certification, inservice teacher education, international students and faculty exchange. The advisory group's membership is a cross section of faculty from postsecondary institutions as well as members from the Pennsylvania Fulbright Alumni Association. The results of a statewide survey on international education is available.

EIC Program

The Department of Education has both encouraged and assisted a variety of educational and career informational services throughout the state. The department, in cooperation with the State Occupational Information Coordinating Council, has implemented a plan to establish a statewide educational information center network — providers of educational and career planning information for out-of-school adults. The department formed a representative advisory committee for the network plan to assist in identifying resources and to recommend appropriate public policy. The lifelong learning centers and the *Lifelong Learning Newsletter* have been adapted to advance the name and objectives of the educational information center network. A toll-free telephone information service will be available in fall 1979 to assist network member institutions, agencies and counselors.

and Lifelong Learning

Equal Opportunity

A concerted effort is being made to expand the range of equal access and educational opportunity including: a) increased enrollments of minority and graduate students, b) more equitable treatment of women and c) redefined missions for colleges and universities. The department's Bureau of Equal Educational Opportunity is administering two projects to advance veterans' education. One assists cities and counties receiving CETA* funds to increase education and training services for Vietnam-era veterans. The second project provides outreach and counseling services to rural veterans. During 1978-79 the higher education equal opportunity program provided tutoring and special counseling services to 8,900 economically and educationally disadvantaged students in 66 Pennsylvania colleges and universities. Retention rates across all four classes currently average 87 percent. Fifty new curricular offerings received funds through the program.

Aid to Elderly

Elderhostel, a network of institutions offering residential college courses to senior citizens, has 20 participating Pennsylvania institutions that expect to enroll approximately 1,400 students in the summer of 1979. Supported by the Department of Education and the Department of Welfare's office of aging, the cost for participants was held to $75 per week, including tuition, room, board and use of college facilities and resources.

RHODE ISLAND

Board of Regents for Education
199 Promenade Street
Providence, Rhode Island 02908
Thomas C. Schmidt, Commissioner

Program Review

Renewed emphasis to examine, review and eliminate unnecessary duplication among the public institutions was the subject of a Board of Regents directive. The institution presidents and the Commissioner of Education were requested to provide mutually agreed-upon plans or alternatives for regents' decisions for the areas of nursing, teacher education, articulation and transfer and coordination of efforts in metropolitan areas, continuing

*Comprehensive Employment Training Act

education and outreach programs. A statewide government management task force was inaugurated to review the delivery of state services and recommend specific suggestions as to how state agency administrators might improve operational effectiveness. Recommendations to the Board of Regents and postsecondary education institutions for which the board is responsible ranged from academic and administrative computer center consolidation to increasing admissions application fees, centralization of legal services and energy conservation programs. Among the several approaches initiated to respond to the regents and the task force directives, six interinstitutional teams were established, each dealing with a topical area mentioned above. It is anticipated that the net result of these discussions and resultant actions will foster renewed interinstitutional cooperation and coordination.

Management Improvement

Efforts for the past several years have centered on the development and maintenance of a comprehensive information base that is responsive to the range of planning and governance activities over which the Board of Regents and the Postsecondary Education Commission have jurisdiction. Activities over the past year have focused on the most appropriate mechanisms for distributing the contents of the information base to better meet the demands of legislators, regents, commissioners, students and others. Current emphasis is on generating simple topically focused reports to particular inquiries rather than generating several broad scope reports. For example, a statistical summary of the status of women in Rhode Island higher education was assembled from the state-level data base. The report was distributed by the governor's advisory commission on the status of women and the Department of Education.

Information Base

The Rhode Island outcome measures project has focused on obtaining information from students to assist state-level and institution-level decision makers in assessing the result or consequence of a student's enrollment in an educational program. Three survey instruments were developed and administered to students who graduated in 1978, 1977 and 1973 for the University of Rhode Island, Rhode Island College and Rhode Island Junior College.

Outcome Measures

The Rhode Island Postsecondary Education Commission has used its federal funds to engage in participatory planning efforts and to build statewide attention to the purposes of such education, to develop sophisticated enrollment projections and to assess the impact of college experience on graduates. The commission is also responsible for federal Title I (Community Service and Continuing Education) and Title IV (Educational Information Centers — EIC). The Title I programs have been unusually successful. The funds have given support, visibility and hope to several community-based efforts — for example, energy conservation, greater equity for working women and services for Portuguese-speaking citizens. EIC funds have enabled the commission to establish a formal relationship to the state's occupational information coordinative committee and to serve as the umbrella agency for over 100 agencies now providing information to Rhode Islanders. This network of agencies, supported by an EIC advisory committee, creates a deentralized program. The commission is developing the "centers" concept and not establishing a single center.

1202 Commission Activities

EIC Program

SOUTH CAROLINA

Commission on Higher Education
1429 Senate Street, Suite 1104
Columbia, South Carolina 29201
Howard R. Boozer, Executive Director

New Commission

As reported last year, a 1978 statute established a new Commission on Higher Education composed of 18 members, none of whom may be an employee or member of a governing body of a public or private postsecondary institution. The new commission held its initial meeting in August 1978. Only three members had served for a significant time on the old commission.

Master Plan

The law directs the new commission to prepare a master plan for higher education in South Carolina, which must be submitted to the General Assembly in August 1979. It becomes effective when approved by the General Assembly. In September 1978 the commission approved an approach to planning that relies heavily on planning task forces organized by the commission and in most cases chaired by commission members. Over 400 people from many different segments served on the task forces, which addressed goals, enrollment projections, institutional and sector missions, finances, the appropriation formula, facilities, academic programs, biomedical research, medical doctor education, health professions interrelationships, faculty, libraries, two-year education, continuing education, student financial aid, freshman admissions, student services, transfer students, postsecondary educational information systems and computers. In June and July the full commission reviewed task force reports and in August will consider the initial draft of a master plan.

Planning Task Forces

Appropriations

For the purpose of submitting their 1979-80 appropriation requests in the fall of 1978, the public senior colleges and universities were limited by the State Budget and Control Board to a basic total of $207.5 million, an increase of 0.6 percent over 1978-79. The institutions were all permitted to submit supplemental requests. The commission's review, based primarily on an appropriation formula developed jointly with the institutions, resulted in 1979-80 recommendations to the Budget and Control Board and to the General Assembly totaling $221.9 million, an increase of 7.5 percent over 1978-79.

Student Aid

For the fiscal year ending June 10, 1979, the tuition grants program, which provides grants to residents attending approved independent colleges in the state, awarded 7,497 grants totaling $9.85 million, including $780,000 in federal State Student Incentive Grant (SSIG) awards. For the fiscal year beginning July 1, 1979, the tuition grants program is expected to make available to students $10.32 million, $9.49 million of which will be state appropriated and $830,000 federal SSIG funds. Through the state grants program, which provides awards to residents electing to go out of South Carolina for any degree program not offered in the state, awards totaling $61,000 were made to 160 students. The Student Loan Corporation made guaranteed loans totaling $2.95 million to residents for the fiscal year ending June 30, 1979, and is preparing its third bond issue, which it expects to offer on the open market.

Licensing

The commission granted licenses to award degrees to eight private institutions, six of which are based in the state.

As a part of a continuing effort to promote an awareness of nutrition and its relation to health status among teachers, administrators, physicians and other professionals, the commission participated as cosponsor of the seventh

annual meeting of the South Carolina Nutrition Council in June 1979. Robert Serfass of the University of Minnesota was invited to address the assembly on "Nutrition and Exercise" and to lead a workshop on "Food for Sport." Other program participants at the meeting, which had as its focus dietary practices and contemporary lifestyles, spoke on the nutritional value of fast food, psychosocial aspects of food habits and U.S. dietary goals.

Nutrition Conference

SOUTH DAKOTA

Board of Regents
Richard F. Kneip Building
Pierre, South Dakota 57501
Richard L. Bowen, Commissioner of Higher Education

In the 1979 legislative session the South Dakota Board of Regents was expanded from seven regular voting members to nine voting members. The student regent was retained as a participant on the board. In the fall of 1978 the Board of Regents authorized cooperative programs with Indian reservation schools in elementary education, sponsored by Black Hills State College, and social services, sponsored by the University of South Dakota, to be offered at Sinte Gleska Community College at Rosebud and the Oglala Community College at Pine Ridge.

Regents Membership Change

Cooperative Indian Programs

During the 1978-79 academic year, collective bargaining negotiations were carried on between the Board of Regents and the Council on Higher Education, a South Dakota Education Association affiliated bargaining unit. A two-year agreement was achieved and signed on April 27, 1979.

Collective Bargaining

In summer 1978 the regents approved a resolution calling for submissions from each public higher education institution designated in the state (five comprehensive schools) to show how low priority programs could be eliminated and the resources transferred to strengthen higher priority programs in the institution. Although none of the schools were required to implement their submitted plans, many voluntarily accomplished portions of their plans and the goals and objectives of the exercise still are being viewed as a part of the long-range direction of the institutions. A doctoral dissertation was completed this year on models for enrollment projections and reprojected enrollments for South Dakota public colleges through the 1980s and 1990s. The study confirmed previous projections that call for a reduction of up to 25 percent in public college enrollments from present levels to the mid-1980s.

Institutional Plans and Goals

Enrollments

New programs authorized by the regents include a master's in nursing at South Dakota State University and baccalaureate degrees in anthropology at the University of South Dakota and in psychology at Northern State College. In the 1979 legislative session, new facilities were authorized including a new law school, renovation of the armory for speech/communications and educational television at the University of South Dakota, a new wing for the pharmacy school and a new facility for horticulture at South Dakota State University.

New Degrees and Facilities

The regents in spring 1979 authorized the development of a computerized regents' information system to facilitate reporting and accounting to all agencies and organizations that are interested in higher education and to improve the quality of information upon which decisions are based.

Information System

Adult Learner Study

During the past year the Department of Education and Cultural Affairs (1202) Planning Commission focused much of its energy on determining adult learner needs. The commission contracted for a study of such needs, the locations in the state where needs appeared to be greatest and the willingness of the adult population of the state to participate in programs that would address those areas targeted. This study is currently being completed and the information obtained will be used to plan future offerings to the public. In addition, the planning commission also continued its administrative responsibility for Title I programs of the federal Higher Education Act of 1965.

Student Survey

The commission continued its earlier efforts to survey junior class students in the state's high schools to determine what postsecondary education opportunities were most needed by the time the students graduate. The information was shared with the South Dakota Post High School Coordinating Council, which represents many of the state's postsecondary education institutions. Finally, the planning commission was charged with the responsibility of recommending a nonprofit corporation to assume the function of a guaranteed student loan agency. After months of deliberation, the South Dakota Education Assistance Corporation was selected to perform that task. The planning commission now performs oversight activities in that area.

New Loan Program

TENNESSEE

Tennessee Higher Education Commission
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G. Wayne Brown, Executive Director

Enrollments, Salary Increases and Appropriations

Fall 1978 headcount enrollments in Tennessee public higher education showed a slight overall increase of 1.8 percent over the previous year. The legislature approved a 7 percent increase for salaries compared to 7.5 percent in 1978-79, and total appropriations for 25 higher education institutions were $314,916,000 compared to $290,198,000 in 1978, a 8.5 percent increase. The legislature approved a total of $23,895,000 for capital projects and $7.4 million in major maintenance projects and appropriated $1.5 million in salary improvements for faculty and longevity pay for all other higher education employees. Tennessee higher education has been appropriated $2 million for building renovations for handicapped students.

Master Plan

The Higher Education Commission adopted the state's 1979-84 master plan in January 1979 and published copies of the two-volume document are available. 1978-79 was the first full year that the Tennessee Higher Education Commission had coordinating responsibilities for the state's four technical institutes. This has involved approval of academic programs as well as budget recommendations to the executive branch and the legislature.

New Funding Formula

The commission is completing the development of a new statewide formula that will affect the state's universities, community colleges and technical institutes. Certain features derived from the commission's performance funding study are to be incorporated.

As a result of a legislative directive, the commission adopted policies regarding community colleges and technical institutes in Tennessee's higher

education structure. In addition, the commission adopted a medical education formula for the two state medical schools. The commission will conduct an allied health study to determine program and workforce needs in Tennessee in the area of health. Final recommendations will be reviewed by the commission in August and publication is expected in the fall of 1979. The commission is conducting a communications study to assess the uses and needs of television and radio stations at the public higher education institutions. Results of the study should be completed by fall 1979.

New Studies and Policies

The commission is conducting a statewide agriculture study relating to higher education. The staff is studying instruction, research, public service and the use of state and federal dollars in the field of agriculture. The report also should be completed in the fall of 1979.

Agriculture Study

Regional advisory councils have been established in four areas of the state composed of legislators, presidents of public and private institutions, directors of vocational-technical schools, governing board staff members, commission staff and citizens. Each council will prepare recommendations for the consideration of governing boards and the commission that will reduce likelihood of unnecessary duplication, and broadly define institutional responsibility in areas where missions overlap.

Regional Councils

During the year, the commission completed a regression analysis of faculty salaries by sex along with several variables in response to a legislative resolution. Copies of the study and recommendations are available.

Salary Study

TEXAS

Coordinating Board, Texas College and University System
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Kenneth H. Ashworth, Commissioner

Texas colleges and universities, faced with rapidly rising costs of inflation, continued to receive sound support from the legislature to meet statewide needs for higher education. Funding for the 1980-81 biennium increased 19.3 percent over the previous two years, climbing to $3.4 billion. Some $93.6 million in funds appropriated for higher education was vetoed by the governor. Most of the cuts were for campus building repairs and rehabilitation, special projects and museums.

Appropriations

Although overall enrollments rose modestly, several institutions in both the public and private sectors experienced slight declines. Statewide participation in postsecondary education was up about 2.6 percent in fall 1978, with enrollments totaling 653,382. Declining headcounts were most noticeable among private senior colleges, which experienced almost a 2 percent drop from the previous year. Public senior colleges reported a 1.6 percent growth rate, while community colleges had a 5.2 percent upswing. Enrollment in public medical, dental and health-related institutions rose by 8.4 percent. Recent enrollment declines at eight public four-year colleges prompted the legislature to appropriate $1.6 million in special funding to assist those institutions during 1979-80. The extra support will help compensate for the decrease in funds generated by formulas based largely on enrollments. A rider in the appropriations bill warns institutional planners to take into

Enrollments

consideration any trends and projections indicating enrollment declines when entering into contractual agreements with faculty and staff.

Formula Funding

Public colleges and universities fared well on formula appropriations, which constitute about 75 percent of their total funding. In the areas covered by formulas, the legislature funded junior and senior colleges at about 92 percent of the amount recommended by the Coordinating Board formulas. Health-related programs received the largest percentage increase — up 29 percent, reaching a record $929.4 million. Public senior college funding rose 15.5 percent to $1.6 billion. The formulas on which most of the senior college appropriations are based incorporate, where applicable, a 5.1 percent adjustment for increases in salaries for faculty and other personnel. One of the largest funding increases was for utility costs, which were raised to $216 million for the 1980-81 biennium, a 32 percent increase over 1978-79. Appropriations for public junior colleges rose about 15.4 percent to $492 million.

Budget Vetoes

The governor vetoed $7.4 million in start-up funds for four community college campuses and $4 million in contingency funds to cover enrollment growth in academic and vocational programs at public junior colleges. Also cut from the state budget was $600,000 earmarked for reimbursement to public community colleges for statutory tuition and fee exemptions.

Capital Construction and Property Tax Repeal

State lawmakers this spring focused much attention on funding of college construction but failed to agree on an appropriate means of meeting campus building needs. At issue was a proposed constitutional amendment to repeal the state property tax, which funds construction on 17 state campuses, and replace it with a state higher education assistance fund. Provisions were included to enable all public senior colleges to share in one of the state's two constitutional building funds, thereby eliminating the need for direct legislative appropriations for new construction on campuses excluded from the dedicated funds. An effort also was made to expand authorized uses of the building funds to include major repair and rehabilitation of buildings at all publicly supported colleges and universities, in contrast to existing provisions requiring that revenue from both funds be used only for new construction. Despite defeat of the measure, the legislature, in effect, eliminated the property tax fund statutorily as part of a property tax reform measure. The new law reduces statewide assessments to .0001 percent of market value. At that level the tax is expected to generate only about $25,000 a year in revenue. Following enactment of the reform measure, a lawsuit challenging the validity of the state property tax was dropped, freeing some $29.6 million in current-year revenues for distribution to the 17 schools.

Finance Study

Attempts also were made to repeal provisions authorizing institutions to set aside for construction $5.00 out of the tuition collected from each student each semester. Another defeated proposal would have repealed all existing authorization to pledge tuition income to retire bonded indebtedness for construction of college facilities. To help insure more effective use of limited resources, an interim committee established by the legislature will make a comprehensive study of higher education finance during the next two years, giving particular attention to construction funding. The panel also is charged with examining the impact of declining enrollments, the future of formula financing and the adequacy of financial administration.

As recommended by the Coordinating Board last fall, state lawmakers did not create any new institutions, although a number of bills were introduced

Institutional Changes

for new medical and law schools. They did, however, designate the University of Houston downtown college as a free-standing baccalaureate degree-granting institution within the University of Houston System. Texas Eastern University, an upper-level institution, was transferred to the University of Texas System and renamed the University of Texas at Tyler. Two bills to replace the faculty tenure system with long-term contracts were introduced but did not pass, and efforts to seat student and faculty members on boards of regents also were unsuccessful. A constitutional amendment approved for submission to the voters in November 1980 proposes that the governor be given authority to remove his appointees to state boards and commissions, including university governing boards, with the advice and consent of the senate.

Tenure

Governing Boards Members

Faculty Workload

Much of the board's activity during the past year involved implementation of policies and programs mandated by the 1977 legislature. Last July the board adopted statewide guidelines for the development of institutional regulations governing faculty workloads and examined procedures for reporting small classes. The Coordinating Board, as directed by law, prescribes standard faculty workload reporting forms, furnishes summaries of the reports and analyzes compliance of each institution with its own adopted rules and regulations. In response to public and legislative concern over faculty moonlighting, the workload policy also urges governing boards to adopt rules regarding acceptance of additional employment such as consulting or teaching at another institution of higher education. This spring the legislature modified statutes governing funding of small classes and charged the Coordinating Board with developing more flexible standards that will encourage economy without creating undue hardships for students.

and "Moonlighting"

Formula Funding Study

An 18-month study of the formula system for financing public senior colleges, requested by the 1977 legislature, was completed during the spring. In addition to suggesting special funding assistance for schools experiencing declining enrollments, the study recommended higher levels of funding for master's programs, with substantial reduction for doctoral programs and noted that reduced funding of undergraduate programs may be needed as well. Formula funding for community service and continuing education and campus security also was advised. Complying with another legislative mandate, the board adopted uniform standards for the calculation of grade point averages of students applying to graduate and professional schools. Under the new policy, students who repeat courses to improve their grades will not have earlier attempts counted against them. However, the policy, which takes effect in fall 1982, does require that previous grades continue to be shown on a student's transcript even though they will not be counted in the average.

Uniform Grade Standards

Off-Campus Regulation

In other activity the board last July adopted stronger requirements for insuring quality in off-campus instruction, including a ban on external doctoral programs. The new rules further require institutions proposing to offer any external master's degree programs to secure board approval prior to implementation. Such programs will not be authorized for more than three years. Stringent criteria also were established to provide that the quality of facilities, course content and faculty for off-campus instruction is equal to that of on-campus programs.

Professional Licensure Exams

The board completed a study in March that found that the success of Texas college graduates in passing professional licensure exams is at or above national norms in almost all of the 13 areas for which information was

available. Texas graduates performed particularly well on licensure tests in the field of medicine, dentistry, veterinary medicine and optometry. A revised policy on academic freedom, tenure and responsibility was adopted in January, concluding four years of study in an attempt to reach a consensus within the higher education community. The new document continues to support the basic principles of academic freedom, tenure and responsibility established in the board's 1967 policy paper.

Academic Freedom

Texas System Composition

Three community colleges opened in fall 1978, one in the Dallas County Community College District and two in the El Paso Community College District. The Texas system of public higher education encompasses 24 four-year senior colleges and universities, 5 upper-level universities, 5 upper-level centers, 2 lower-division centers, 47 community college districts operating on 59 campuses, 1 technical institute with 4 campuses, 7 medical schools, 2 dental schools, other allied health units and a maritime academy. In the private sector are 37 senior colleges and universities, 1 free-standing law school, 7 junior colleges, 1 medical school, 1 dental school and 2 medically related units. Texas colleges and universities came under federal review during the past year to determine whether all vestiges of a dual system of higher education had been eliminated from institutional practices and policies. In spring 1978 representatives of the U.S. Department of Health, Education and Welfare visited 18 public college campuses to assess their compliance with Title VI of the 1964 Civil Rights Act. Participation of Black and Mexican American students in state-supported higher education also was examined. A report from the Office of Civil Rights on the findings is pending.

Desegregation

Medical Education

In the area of medical education, the board's family practice residency training program, initiated two years ago, received $9 million for the 1980-81 biennium. The program is part of a statewide effort to expand the number of family practice residency positions in Texas and to improve the distribution of family physicians in rural and urban medically underserved areas. Since 1977 the number of programs for family practice residents has doubled from 12 to 24 as a direct result of state support for planning and expansion. The bulk of the new programs are in nonmetropolitan areas. The legislature rejected a measure to expand state support of training programs to cover all other resident physicians at the nine primary teaching hospitals in Texas. It would have provided state funds to medical schools to pay salaries of resident physicians assigned to certain teaching hospitals. The state's Fifth Pathway Program, which provides for clinical training of Texas residents who have attended foreign medical schools, lost a $1.5 million biennial appropriation through gubernatorial veto. Funding for a new nursing school at Texas Tech University also was vetoed. State funds are awarded to two independent institutions as a means of increasing the supply of physicians and dentists in the state. For the next biennium Baylor College of Medicine will receive $37.7 million, and Baylor College of Dentistry, $19.6 million. Amount of funding is based on the average annual state tax support per undergraduate medical and dental student at public institutions.

Aid to Private

New Student Loans

The legislature's establishment of a state guarantee loan program is expected to provide additional resources for financial aid to Texas students attending postsecondary education institutions. The program, designed to encourage more banks and other commercial lending institutions to make loans to students, will be operated by a public nonprofit corporation. It is to complement the state's existing Hinson-Hazlewood College Student Loan Program, which will continue to serve students unable to obtain loans

through the private sector. To insure that Hinson-Hazlewood loans are available only to students enrolled in colleges meeting certain standards of quality, the board in April narrowed its definition of acceptable accreditation for participating institutions and stipulated that the school's parent campus be located in Texas. The only acceptable accrediting agencies under the new rules are the Southern Association of Colleges and Schools and national specialized accrediting agencies recognized by the Council on Postsecondary Accreditation. *and Policies*

Qualified students at independent colleges and universities will benefit from new statutory provisions that raise maximum amounts for tuition equalization grants to 50 percent of the average state appropriation per full-time equivalent student at public senior colleges and universities during the preceding biennium. The law further extends eligibility for receiving grants to students who are enrolled at least half time. Maximum amount for grants may be increased from $600 to $1,136. The program received $26 million for the 1980-81 biennium. Certain tuition and fee costs also were increased by the legislature. Tuition for foreign students was raised from $14 to $40 per semester hour, the same rate paid by out-of-state students. As recommended by the Coordinating Board, lawmakers removed statutory provisions allowing students from most foreign countries to pay the lower rate under reciprocity agreements authorized since 1975. While no tuition increase was approved for state residents, new or increased fees will be levied by several institutions. In addition, the legislature increased the ceiling on compulsory student fees from $30 to $60 per semester or summer session. *Student Aid* *Tuition Increases*

UTAH

State Board of Regents
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Terrel H. Bell, Commissioner and Chief Executive Officer

The 1979 Utah Legislature appropriated a total of $191,733,700 for operation of the State System of Higher Education for fiscal year 1979-80. This figure is only slightly below the $192.3 million requested by the State Board of Regents and slightly more than $2 million higher than the $189.6 million recommended by the governor. The increase over the 1978-79 budget of $176.2 million is approximately $15.5 million. The total appropriation is distributed by $144.4 million in direct appropriation from the general fund and the uniform school fund and $47.3 million in other funds, including $33.5 million in dedicated credits — mostly tuition fees. *Appropriations*

One way to meet increasing financial requirements is to annually increase student tuition to keep pace with the increasing costs of providing an excellent educational opportunity for all students. During the past year, a tuition study committee was appointed by the Board of Regents to conduct a comprehensive long-range analysis of the entire tuition question. This study will have great importance in determining the fair share portion a student must pay for his education, and many other factors relating to tuition. It is anticipated that there will be a slight yearly increase in tuition to keep pace with inflationary costs. *Tuition Increases*

The federally guaranteed student loan program in Utah is a great help to students wishing to complete their studies. An interest-free loan of up to *Student Loans*

$2,500 per year for four years of college undergraduate work and $5,000 per year for three years of graduate work is now available. This program, together with other grant and loan programs, can greatly help students and parents with the financing of an education. Utah citizens with their large families often have several children in college at the same time. This can create, in most cases, a difficult situation that can be relieved by the student loan program. We are now confident that no prospective college student will be denied the opprortunity to pursue an education due to lack of financial capabilities.

Technical Colleges

The technical colleges in Utah play an important role in providing a most valuable skilled labor force to the industrial growth of Utah. Every effort is being made by the regents to support and encourage the adoption of vocational programs that will best benefit both the students and their prospective employers. The new campus at Utah Technical College in Orem and the expansion of the campus of Utah Technical College in Salt Lake are indicative of the dynamics involved in vocational education. The balance of academic/technical training is vital to insure that graduates from these schools have a balanced education that will prepare them for academic as well as job-related challenges.

VIRGINIA

State Council of Higher Education
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Gordon K. Davies, Director

Enrollments

The fall of 1978 in Virginia saw the historically rising enrollment curve of the state-supported colleges and universities begin to flatten toward the horizontal. Headcount enrollment at the 39 institutions increased from 210,840 in fall 1977 to 216,700. Annual full-time equivalent enrollments increased from one academic year to the next by 1.4 percent and projections through the 1980-82 biennium anticipate a rate of increase of 1.05 percent. Full headcount enrollment in private colleges and universities increased from 30,634 in 1977 to 31,627 in 1978.

Appropriations Changes

Virginia operates on a biennial budget. Although this was not a budget year, the 1979 General Assembly made adjustments to appropriations for higher education. The Community College System's appropriation was reduced by $2.2 million due to failure to meet budgeted enrollments. As part of

Desegregation

Virginia's agreement with the Office for Civil Rights of the U.S. Department of Health, Education and Welfare, $892,000 was appropriated to assist efforts to implement the *Virginia Plan for Equal Opportunity in Higher Education.* The legislature also appropriated $8.5 million for capital outlay

Aid to Private

projects at institutions of higher education, and the nonneed based grant for Virginia students attending Virginia private institutions was increased from $500 to $550.

Institutional Changes

The Council of Higher Education prepared a number of studies and reports for consideration by the 1979 legislature. The council studied and recommended against a proposed merger of George Mason University with the International School of Law, a private institution in Arlington. The legislature approved the merger with certain stipulations with state funding

to begin July 1, 1980. The council recommended that George Mason University and Mary Washington College be granted authority to confer doctoral and master's degrees, respectively, with which the legislature concurred. The legislature also changed the names of three institutions: Norfolk State College to Norfolk State University, Radford College to Radford University and Virginia State College to Virginia State University.

Marine Science Consortium

A major study of graduate marine science education was completed in November 1978. The study, which included an assessment of the importance of Virginia's marine resources to the state's economy, recommended the merger of the Virginia Institute of Marine Science with the College of William and Mary. The merger was enacted by the General Assembly and the council was authorized to request funds for a graduate marine science consortium to be composed of the College of William and Mary, Old Dominion University, the University of Virginia and Virginia Polytechnic Institute and State University. Funds for the consortium are being requested for the 1980-82 biennium. The consortium will seek sea grant college designation on behalf of Virginia.

Program Approval

The Council's new *Policies and Procedures for Approval of Academic Degree Programs* were used for the first time in 1979. Under these policies, institutions must project degree program development for six years and the projections will be acted upon every two years. In a period from January to March, the council considered requests for 31 doctoral, 115 master's, 121 bachelor and 165 associate programs over the next six years; approved 6 doctoral, 20 master's, 51 bachelor and 38 associate programs for 1980-82; and encouraged 9 doctoral, 21 master's, 26 bachelor and 61 associate programs for 1982-86. The next cycle of program approvals will take place in 1981. In the interim, institutions will be asked to develop plans for off-campus offerings that are consistent with the approved six-year plans. In other academic program action, the Community College System was reviewed for degree productivity. As a result, 16 associate programs were voluntarily discontinued and 11 programs were placed under scrutiny for two years. Senior institutions' degree productivity is being reviewed in 1979. Finally, as required by law, the Council of Higher Education authorized 32 institutions from outside the state to operate in Virginia.

and Review

Student Information

The council continued work on a number of studies connected with the *Virginia Plan for Equal Opportunity in State-Supported Institutions of Higher Education.* In addition, the council conducted a study, sponsored by the Fund for the Improvement of Postsecondary Education, on "Better Information for Student Choice." The study, in which proprietary schools, public and private colleges and universities and public secondary schools participated, concluded that findings raise serious doubts about the wisdom of federal policies that increasingly impose blanket demands on all postsecondary institutions to furnish prospective students with better information, and that such questions are best left to institutions. A federally sponsored study of the need for educational information centers (EIC) was also conducted and investigation of possibilities for an EIC network will continue in 1979-80.

EIC Program

Master Plan

The central planning activity in higher education in 1978-79 is the development of the 1979 update to the *Virginia Plan for Higher Education,* to be submitted to the Council of Higher Education for approval in September 1979. The plan update will be in two parts: one providing profiles of each institution in the state such as characteristics of students,

degree programs, physical and financial resources, organization and staffing (presented in both tabular and graphic form); the other concentrating on current issues in higher education in the state, ranging from enrollments to off-campus programs. In conjunction with the development of the plan update, a number of technical reports are being published, including a cost study detailing cost per credit hour in the various disciplines. In addition, the council adopted a statement defining mission change and its responsibility for approving mission changes by institutions of higher education. The profiles developed in the 1979 state plan update will be used in the future to identify and measure changes in the missions of Virginia's state-supported institutions of higher education.

WASHINGTON

Council for Postsecondary Education
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Chalmers Gail Norris, Executive Coordinator

Off-campus Policies

The delivery of educational services to students who are not enrolled in regular on-campus programs has developed into a major educational policy area. As a result, the Council for Postsecondary Education has recommended policies and procedures for the coordination and administration of off-campus services. Among these are: 1) continuation of state appropriations for program-related off-campus courses offered by the state's public four-year colleges and universities and termination of state appropriations for all nonprogram-related off-campus courses; 2) individual institutions are assigned responsibility for meeting the continuing professional education, upper-division, and graduate-level program and course-work needs in specific geographic service areas; and 3) proposed off-campus and out-of-state instructional activities should be reviewed in advance by the council. These policies and procedures were adopted by the council in November 1978.

Study of Research

In response to a request from the legislature, the council has completed a detailed study of the research activities of Washington's institutions of higher education. The study indicated that these activities represent a positive social and economic contribution to the state. The council recommended that institutions should continue to conduct research that is consistent with their instructional roles and missions, that there should be a periodic review of separately budgeted state-funded research and that the governor and legislature should consider a joint fund for prompt research on state problems.

Nontraditional College Study

In January 1979, the council completed a major study of Evergreen State College, a nontraditional four-year institution that has experienced some enrollment problems in recent years. The report resulted in legislative action requiring the college to report annually to the governor and the legislature on its progress toward implementing 20 council recommendations oriented toward increasing enrollment and serving the educational needs of southwestern Washington.

Institutional Regulation

The council has been given statutory responsibility for registering all nonaccredited degree-granting institutions in the state. The State Commission for Vocational Education will register all nonaccredited vocational institutions. The law takes effect in January 1980. A recent revision to the

Reciprocity

Revised Code of Washington allows the state to establish reciprocity arrangements with Oregon to allow students access to colleges and universities operating along the border between the states. The Council for Postsecondary Education will review the costs and benefits of the pilot program and make recommendations on the continuation of the program to the 1983 legislature.

Program Review

Phase II of the council graduate program assessment recommended in June 1977 that several graduate programs be phased out (terminated), that other programs be consolidated and that the titles of still others be revised to better reflect their nature. Additionally, 83 programs were recommended for further review. Final council action on 73 of these programs will occur in August 1979, with final action on the remaining 10 expected during the summer of 1980.

Articulation/ Transfer of Credit

In a continuing effort to improve interdisciplinary articulation and transfer of credit practices among Washington colleges and universities, the council convened an interinstitutional task force to identify means to improve curricular communication. The task force adopted 10 recommendations for action, concluding that students would benefit if similar practices and procedures were adopted systemwide. A recent review indicated that on the whole the recommendations were generally acceptable to the institutions and the majority of colleges and universities have implemented them or are planning to in the near future. Perhaps the most significant event was the development of a direct transfer agreement between the University of Washington's college of arts and sciences and the 27 community colleges in the state.

Faculty Salaries Study

The 1979 appropriations act directed the council to study the area of faculty salaries. The proviso directed the council to develop a faculty salary schedule accommodating the full-time regular faculty members of the six four-year public institutions in Washington. The council intends to examine salary schedules in other states and cost of living factors. The legislature also directed the council to prepare a manual explaining, documenting and defining current formula procedures for the instruction, libraries, student services, and plant operation and maintenance formulas. It is the intention of the council to develop a "users manual" that can be used by both the institutions and the legislature in preparation of their budgets. No specific deadline is mentioned, but work on this project will need to be completed before the next biennial budget cycle begins. In conjunction with the formula manual project, the council is planning to complete work on a revised budget formula for the instruction programs at the colleges, universities and community colleges.

Formula Manual

Student Aid Study

New legislation allows students at accredited nonprofit and proprietary schools to participate in the state need grant program. During 1979-80 the council plans to conduct an indepth evaluation of the impact the Middle Income Student Assistance Act (MISA) will have on financial aid in Washington, particularly the state-funded aid programs. Because of possible shifts in the types of students aided and institutional funding levels brought about by MISA, a committee will be formed to study those areas of the unit record financial aid reporting system that may need revision. In addition, the financial assistance section will be reviewing the state work-study programs at participating institutions. Council staff will also be involved in coordinating efforts to reduce the default rate in the National Direct Student Loans by serving as facilitators to encourage institutions to adopt methods and

techniques to reduce high default rates. Projects completed in 1978-79 included formation of a private Washington Student Loan Guaranty Association, a successful series of training programs and acceptance by the financial aid officers and council of a long-range plan for student aid in Washington.

Expenditures Studies

The council has planned a number of projects to be completed during the upcoming biennium. The 1978-79 unit expenditures study is a biennially reoccuring project initiated in 1970-71 in response to various requests from the governor and the legislature. After consultation and review of the current guidelines by the council staff, the four-year institutions and the State Board for Community College Education, data on 1978-79 expenditures will be collected, edited and analyzed with completion of the study planned by the close of the first fiscal year of the coming biennium.

New Studies and Projects

The council will also be involved in a number of other projects including studies of reciprocity, student compensation policy, the state subsidies to nonbudgeted activities, independent colleges and universities, a study and analysis of tuition and fee waivers and resident fee classification, and a review of the state tuition and fee policy options, including a review of financing systems related to tuition and fees. Other reoccuring projects that will be replicated during the coming year are recommendations and status report on faculty salaries, tuition and fee comparisons, report on legislative actions, national financial comparisons, professional leave report, operating and capital budget recommendations and a degree inventory.

WEST VIRGINIA

West Virginia Board of Regents
950 Kanawha Boulevard, East
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Ben L. Morton, Chancellor

Evaluation of Regents

The Academy for Educational Development has been commissioned by the West Virginia legislature to evaluate the 10-year performance of the Board of Regents. The study was requested by the legislature's interim subcommittee on higher education and a draft report is expected to be completed by the end of July 1979. Academy representatives have interviewed Board of Regents' personnel, college and university administrative officials, faculty, students and members of the legislature.

Student Fees Allocation

An opinion by the West Virginia Attorney General has the effect of removing from the board the authority to allocate back to the state's colleges and universities fees collected from students and deposited in a higher education resource fund account. Prior to the opinion, the regents collected and disbursed the funds generated by the fund to the institutions for personal services, current expenses and equipment. While the regents retain statutory authorization to collect the fee, the money is now deposited in the state's general fund and appropriated to the regents by the legislature. The Board of Regents then allocates the money to the colleges and universities.

Master Plan

A five-year plan is targeted for completion by late summer 1979 by the Board of Regents that will update the board's *Plan for Progress* published in 1972. The new plan will incorporate mission statements from both public and private colleges and universities in the state, enrollment projections,

financial aspects of higher education and will demonstrate the flexibility of the institutions in meeting the needs of the adult student through continuing education programs and off-campus facilities such as courses by television and newspapers. The dominant theme of the mission statements is cooperation and coordination rather than expansion. The revised plan also outlines Board of Regents responsibilities and goals for continued statewide development of higher education.

Quality of Education

The Board of Regents, as the state agency for approval of degree-granting institutions, performs two direct functions with respect to students who receive educational benefits through the Veterans Administration. The board has the responsibility for guaranteeing the quality of instruction to the Veterans Administration and that the institutions are capable of filing reports and keeping records that reflect the academic progress of veterans. The regents also actively pursue the maintenance of the quality of education in certain institutions in the state that appear not to have that motivation.

Faculty Due Process

Proprietary Accreditation

Two policies — one relating to faculty and one to proprietary institutions — were amended this year by the board. Recent legislation mandated college and university presidents to give reasons, if requested, for nonretention of faculty, and incorporated a due process provision whereby faculty may appeal a president's decision to a committee composed of Board of Regents members or an impartial hearing examiner appointed by the regents. The other policy change requires schools currently accredited by the Association of Independent Colleges and Schools (AICS) as business schools, which currently are authorized to award associate in business degrees by the board, to meet formal written criteria of AICS. The schools covered by the policy are to either apply for and receive junior college of business status under a timetable beginning May 1979 and ending September 1982 or meet AICS formal criteria for the awarding of a specialized associate in business degree as an accredited AICS business school. Schools presently accredited by the National Association of Trade and Technical Schools were to request authority to continue by May 1979.

Reciprocity

The 1979 legislature has passed a bill permitting the regents to enter reciprocal agreements with other states offering student financial aid that can be used at out-of-state colleges and universities. Current plans call for such an arrangement only with Pennsylvania for the 1979-80 academic year. In another agreement, West Virginia and Maryland will participate in a one-year exchange program for a maximum of 11 full-time students from each state to enroll in designated institutions in each state.

Regents' Powers Changes

Among bills introduced during the 1979 legislative session that did not pass was one removing the regents exemption under an existing administrative procedures act that would have necessitated policies promulgated by the board be acted on by a legislative rule-making review committee before becoming effective. Other legislation not approved would have given the governor authority to appoint the chancellor of the Board of Regents whereas the regents now have that function, and another bill establishing a grievance procedure for employees of the regents and county boards of education.

Appropriations

The legislature appropriated $122 million in state general revenue funds to the Board of Regents for operating the public colleges and universities during fiscal year 1979-80, a 5.7 percent increase over last year's appropriations. Of the $122 million, $90 million will go for personal services, $20 million for

current expenses, $1 million for repairs and alterations and $4 million for equipment. Other allocations include $1 million for the Bureau of Coal Research and $1.2 million for the National Research Center for Coal and Energy at West Virginia University. In appropriations for medical education, $3.5 million will go to the West Virginia school of osteopathic medicine, $2.2 million to Marshall University school of medicine and $58.4 million to West Virginia University medical center, the latter including $16.8 million in state funds.

Desegregation

The Office of Civil Rights of the U.S. Department of Health, Education and Welfare is conducting a compliance review of the West Virginia system of public higher education "to determine if any vestiges of *de jure* segregation continue to exist." The office has responsibility for enforcing the provisions of Title VI of the Civil Rights Act of 1964.

Voc-Tech/Adult Education Policies

The Board of Regents and State Board of Education have agreed to a joint policy regarding responsibilities for vocational, technical and adult education in the state. The regents will have the responsibility, through its community college system, to provide postsecondary vocational-technical education programs offering credit toward an associate or other degree, but which are not designed as baccalaureate or higher degree programs. The State Board of Education, in cooperation with county boards of education, will provide vocational education programs at the secondary level that are mainly skill oriented to prepare adults for employment. Adult instruction will lead to a certificate of competency in an occupational area, be noncollege credit measured in clock hours and generally will not exceed one calendar year in duration.

New Degree

The regents have given approval for a master's degree in engineering to be offered at West Virginia Institute of Technology. The institution becomes the only public four-year college in the state to offer a master's program. The primary emphasis will be directed toward professional practice in engineering, rather than research, through cooperative internships in industry. The Postsecondary Education Commission, composed of an augmented Board of Regents, has as this year's project a study titled, "Basic Skill Programs in the Colleges and Universities of West Virginia, Status and Practices." The purpose of the project is to determine if entering college students with basic skill deficiencies are being identified and to determine the status of corrective programs established to alleviate these deficiencies.

Basic Skills

Public Service Interns

A $45,000 grant from the governor's office has been given the Board of Regents to fund the board's public service internship program. The internship program, initiated in 1975, is open to juniors and seniors from public and private institutions of higher education in the state. Students who participate are assigned to various state, county and local government agencies, awarded 12 to 15 credit hours, required to attend weekly seminars and complete projects related to their work assignment and field of study.

EIC Program

The regents have established an educational information center (EIC) to disseminate available information on educational opportunities in the state. As specified under the federal legislation, the governor designated the regents as the state agency to make a determination relative to participation in the program. The EIC staff is designing an informational counseling network and preparing a comprehensive reference document on all aspects of various educational institutions for use by guidance and financial aid personnel.

University of Wisconsin System
1700 Van Hise Hall
Madison, Wisconsin 53706
Edwin Young, President

System Administration Changes

While programs of instruction, research and public service continued at approximately the same levels during the second year of the biennium, the 1978-79 year was marked by major administrative staff changes and preparation for changes both in the University of Wisconsin System and in the state government. As the fiscal year ended, there were three vacancies in campus chancellor positions with another announced to be retired in July 1980. A search committee was seeking a replacement for the university president who will leave as head of the fourth largest single higher education system in the nation in February 1980, and vacancies were to be filled in the system provost, the senior vice presidency and the academic vice presidency. The chancellor of the Stevens Point campus was elected governor and the chancellor of the LaCrosse campus was appointed secretary of the state department of administration.

Enrollments

Total headcount enrollment in fall 1978 reached an all-time high of 147,234, up 1,404 over fall 1977. Full-time equivalent (FTE) enrollment totaled 125,040, down 305 from fall 1977. On a headcount basis, enrollments increased at 11 of 14 institutions. On an FTE basis, eight institutions reported decreases ranging from 0.3 to 10.3 percent while six had increases of 0.3 to 6.8 percent. Enrollment of women students continued its steady increase. The number of women increased 2,200 over fall 1977 to a total of 72,411. The number of men declined 796 to 75,523. Students age 25 or older accounted for 28 percent of the system total, and more than 38,000 students or 26 percent of the total were enrolled on a part-time basis. The freshman-sophomore centers and three universities enrolled more than 40 percent part-time students.

Appropriations

A budget of $863.8 million was approved for 1978-79 to operate the 13 universities, 14 freshman-sophomore centers, statewide extension and system administration. Of the total, $396 million or 46 percent came from state tax funds and $111 million or 13 percent from student fees. The budget required a 7.6 percent increase in state tax funds over the previous year, a 9.2 percent average increase in student fees/tuition, a 6.6 percent increase in room charges and a 5.6 percent increase in meal charges. For the 1979-81 biennium, the state operating budget provides $1.8 billion, including $808 million or 45 percent in state tax funds. This is an increase in state tax funds of $16.4 million over the present operating level. The budget proposal asked for an increase of $56.4 million in state tax funds over the 1978-79 operating level. The request did not include funding for salary increases as these were considered later in the budget process. When it reached the governor, the system's request was for an additional $54 million in state tax funds. He cut the request by about $41 million, including $14.6 million in proposals to hold down costs to students.

Salary Increases

For 1978-79 average salary increases of 7.5 percent were approved for faculty and academic staff and 5.5 percent for certain top administrators. In preparation of the staff salary request for the 1979-81 biennium, a

20-member working group on compensation reported to the president and regents. The board agreed to ask for salary increases of 14 percent to 16 percent each year to keep pace with future inflation, to provide merit increases and to regain losses in purchasing power. For the first time, the board named a negotiating team to meet with state agency and legislative groups authorized to present state salary proposals to the legislature. A major argument of the team was that the faculty and academic staff had lost 5 percent in "real salary income" since 1967 while the university and other state classified civil service employees gained 6.1 percent and Wisconsin per capita personal income increased an estimated 24.6 percent. Late in June the State Department of Employment Relations' recommendations to the joint committee on employment relations that faculty and academic staff receive increases of 9 percent each year of the biennium were approved.

Faculty Renewal

The system's first faculty development and renewal program was funded by the legislature for 1978-79, complementing the recently authorized faculty sabbatical program. A total of $635,800 was provided for faculty renewal in primary academic fields and for faculty retraining in allied fields.

Faculty Records Suit

In an effort to obtain information from reports to deans by the university at Madison faculty members on their outside activities, the Madison *Capital Times* filed a lawsuit contending that the reports are public documents. The chancellor argued that the reports "are components in decisions regarding performance evaluation, promotion and compensation and, as such, they are not required to be made available for public inspection." The lawsuit was pending in the courts at the end of the year.

Capital Projects

To maintain the value and usefulness of the system's academic and service facilities, the State Building Commission recommended a capital budget of $52 million for the 1979-81 biennium. Of this amount, $43 million would come from state funds. In addition, the university system was expected to receive substantial amounts from appropriations for all agencies for handicapped access improvements, energy conservation, preventive maintenance and land acquisition. The university program emphasizes remodeling/renovation of existing facilities with some new construction to house special programs. In October 1978 approval was announced for a $10 million federal dairy forage research laboratory to be constructed on the Madison campus. The U.S. Department of Agriculture will employ scientists who will also have the opportunity for joint academic appointments in the college of agriculture and life sciences at Madison.

Clinical Science Center

A week of special programs in February 1979 dedicated a new clinical science center at the Madison campus, a $105 million project that is the largest construction project ever undertaken by the state. The 1.5 million square foot center houses the university hospital and clinics, medical school, clinical programs, nursing school and Wisconsin Clinical Cancer Center. It became fully operational March 31, 1979.

Veterinary School

In still another "Perils of Pauline" type scenario, the controversial school of veterinary medicine was in and out and back in the state budget in legislative actions. In June 1978 the State Building Commission granted $257,000 to fund planning and initial costs for the school at Madison and River Falls. In May 1979 the commission approved $28 million for construction. In late June its fate still hung in the balance in the legislature.

Women Faculty

The percentage of women at every faculty rank except that of associate professor has increased throughout the university system, the regents were told. A comparison with 1973-74 shows an increase from 18.5 percent to

23.5 percent in women assistant professors, a slight drop from 14.7 percent to 14.6 percent in women associate professors and an increase from 7.7 percent to 8.6 percent in full professors. Women now hold 24.8 percent of the unclassified executive/administrative/managerial positions, compared to 19.4 percent in 1975-76 and women head 45 of the 471 academic departments.

Energy Conservation

Implementation of a systemwide energy management program continued during the year. A key element in the program is the technical evaluation of all buildings and mechanical systems to identify and implement projects that will conserve energy. Other energy management program efforts include installation of energy consumption meters, implementation of an energy data system and an information-education effort aimed at members of the university community. Goals for the 1979-81 biennium call for continued reduction in energy used, to total 18 percent by 1981, reducing the impact of price increases by more than $4 million a year.

Teleconferences

In a move to cut travel costs and time of administrators while saving fuel, meetings and conferences on the administrative teleconference network (ATN) replaced many face-to-face meetings of representatives of institutions in the statewide system. About two hours daily are reserved on one of extension's instructional leased telephone networks and each of the 27 campuses has equipment with push-to-talk microphones, amplifier and speaker. Teleconferences begin at the scheduled time by plugging the sets into the "party line" and calling the roll. Other state agencies are expected to use the university locations for similar meetings.

Library Acquisition

In one of the largest library moves in history, the collection of the American Geographical Society was moved from New York City to its new home in the library of the Milwaukee campus. The New York Supreme Court cleared the way for the move in July 1978 after the AGS Council and the system's Board of Regents completed an agreement giving ownership of the collection to the system. Acquisition of the collection is expected to elevate the Milwaukee campus to major international research status in the fields of geography and related earth sciences.

CANADA

MANITOBA

Universities Grants Commission
11-395 Berry Street
Winnipeg, Manitoba, Canada R3J 1N6
W. J. Condo, Chairman

Appropriations

The provincial government is continuing to exercise restraint in the public sector to curtail the rapid rise in government spending. The legislature has provided $94.3 million in operating funds for the fiscal year 1979-80, an increase of 6 percent over 1978-79, for the support of three universities and one affiliated college. The government provided the four institutions with a total of $2 million for miscellaneous capital and in addition provided the remainder of its $2 million commitment, totaling $1,765,000, for the University of Manitoba's centennial project, the library expansion and new winter sports complex. Construction on the library expansion will begin this summer. Although the government did not provide funding for the

Capital Projects

recreational complex at the University of Winnipeg or the addition to the music building at Brandon University, it did reconfirm that it had an obligation with regard to these two projects. Major renovations, aggregating $5,240,000 funded through debentures, are now under way at one of the residences on the University of Manitoba campus.

Enrollments

Manitoba institutions experienced a decline in total enrollment of 5.9 percent. Full-time students for 1978-79 numbered 16,273, a decrease of 5.4 percent from 1977-78. Part-time enrollment was 20,545, a decrease of 6.4 percent from 1977-78. Full-time graduate enrollment was 1,555, a minute increase of 0.5 percent over the previous year. During 1978-79 seven new, or revisions of existing, programs were approved. No new major programs have been proposed by the institutions for 1979-80, as yet, although some new programs or revisions to existing programs are expected.

Program Approval

MARITIME PROVINCES (New Brunswick, Nova Scotia, Prince Edward Island)

Maritime Provinces Higher Education Commission
P.O. Box 6000
Fredericton, N.B., Canada E3B 5H1
Catherine Wallace, Chairman

Commission Meetings and Plan

Seven regular commission meetings were held during the period April 1, 1978, to March 31, 1979, at various locations throughout the Maritimes. A series of three one-day meetings were held during the winter months with presidents, faculty and students, as a follow up to the open meetings held during the previous year. With input derived from the follow-up meetings and from updated institutional five-year projections, the commission's evolving three-year plan was extended to cover the years 1979-82.

Enrollments

Total full-time enrollment in the region for 1978-79 was 32,492, representing a 2.7 percent decline over the previous year. Funding recommendations for 1979-80 and forecasts for the two subsequent years were presented to the council for consideration.

Appropriations

A total of $150.2 million in operating assistance was approved for the region for the 1979-80 academic year, contributed as follows: New Brunswick $60.9 million, Nova Scotia $88.7 million and Prince Edward Island $11.3 million.

Funding Formula

In order to reduce the effects of declining enrollments, the commission adopted a new grant allocation method whereby 75 percent of institutional operating funds is based on a flat grant and 25 percent is based on enrollment, compared with an almost 100 percent enrollment-driven grant used during previous years. It is anticipated that the new method, which will be effective with the 1979-80 academic year, will provide greater funding stability in a period of decreasing enrollment and changing enrollment patterns.

Program Review

Twenty-five program proposals were considered by the commission during the year. Of these, 11 programs were approved for funding, 7 were not approved and 7 remained under review. The commission's involvement in cooperative projects, such as the two educational computer networks and the financial information system, continued throughout the year.

Studies

Studies conducted last year in the areas of research, continuing education, academic year length, the postsecondary interface and psychology education

were in varying stages of consideration by year end. Following receipt of a study entitled *Research Report on Engineering Education in the Maritimes*, and its subsequent consideration by a task force of the commission, guidelines were adopted for the future appraisal of program proposals in engineering.

Police Education

At the request of the council the commission studied the role of the advisory council of the Atlantic Police Academy and its act of establishment. Discussions were held with officials of Holland College, the Atlantic Police Academy, its advisory council, police commissions, departments of justice and attorneys general. By year end recommendations had been formulated by the commission and approved for presentation to the council.

Law School

The French-language law school at l'Universite de Moncton, which was approved by the commission last year, was formally opened in March 1979.

Regional Projects

Other regional projects in which the commission has been involved during 1978-79, are the planned new Maritime forest ranger school facilities as part of a proposed new forestry complex, and expanded dental school facilities at Dalhousie University.

Capital Projects

Faced with declining enrollments and fiscal restraint, the commission has been emphasizing the renovation of existing, rather than the construction of new, facilities. Exceptions have been the regional projects mentioned above and two projects initiated prior to the commission's inception — a new physical education complex at Dalhousie University and a new campus at the College of Cape Breton, both of which are now nearing completion.

Student Aid

A major new study was launched in March 1979 concerning student financial aid. The study committee consists of students from Maritime postsecondary institutions, as well as personnel from universities, community colleges, government and the commission. The study is expected to be completed by January 1980.

Foreign Students

Following a comprehensive analysis of foreign student enrollment in the Maritimes and Canada, the commission adopted a differential funding policy for foreign students. Effective with the 1979-80 academic year, Maritime institutions' operating grants will be reduced by $750 per foreign student enrolled for the first time in a given program. Institutions are expected to increase tuition fees to foreign students accordingly.

Health Sciences

During the latter part of 1978-79 the commission established a new advisory committee on health sciences education to assist it in its work. Towards the year's end the committee's composition was being finalized and arrangements for the first meeting were under way.

VERMONT

Higher Education Planning Commission
Pavilion Office Building, 5th Floor
Montpelier, Vermont 05602
David M. Otis, Executive Director

Student Records

The 1979 General Assembly approved two major pieces of legislation affecting higher education in Vermont. One law, proposed by the Vermont Higher Education Council, provides that the State Board of Education designate a custodian, or agency, to receive and preserve student academic records of institutions that have been closed and to make copies of such

records for former students at a reasonable charge. The legislation permits the board to expend state funds for preservation and maintenance and provides that the state may seek recovery of costs by claims on the property of the closed institutions.

Finance Policy Study

In the other action, a joint legislative resolution, initiated on the recommendation of the Higher Education Planning Commission, provides for a study of state policy for the financing of higher education, which is to be conducted by the commission augmented by four persons appointed by the legislature. The study is to recommend policies on the share of the state general fund budget to be appropriated for the support of higher education and on the allocation of that share among the state colleges, the university and the student assistance agency.

Appropriations

The total general fund appropriations for 1979-80 were approximately $216,001,444, of which $27,060,328 or 12.5 percent was allocated to higher education. In addition, the legislature appropriated $5,054,929 from the 1977-78 surplus, $1,379,429 of which was to restore the depleted dormitory bond reserves of the Vermont State College System. A capital bonding act passed that authorized general fund bonds of $15,529,350, of which $700,000 was for construction and renovation projects at the University of Vermont, and $500,000 for roof repairs and replacements at the four state college campuses.

NEVADA

University of Nevada System
405 Marsh Avenue
Reno, Nevada 89502
Donald H. Baepler, Chancellor

Administrative Changes

The 1979 legislature approved a budget allowing for an additional position in the University of Nevada System administrative office — a vice chancellor for community colleges. At the same time, the chancellor created two other vice chancellorships, one for legal affairs and one for finance, the latter of whom administers both the budget and audit functions. A biennial budget request

Budgets

was prepared and presented to the governor and legislature by system staff, including many documentary reports and studies supporting the budget request. The legislature approved numerous capital improvements, including sport pavilions at the campuses in Las Vegas and Reno.

Funding Formula

The university requested, and the legislature concurred, that it be allowed to fund the university campuses and community colleges at the ratio of 15 credits equal to one full-time equivalent undergraduate student and 8 credits equal to one full-time equivalent graduate student. The former ratios were 16:1 and 9:1. The reduction in this critical ratio has resulted in more favorable funding for higher education in the state, offsetting some of the recent losses resulting from a downtrend in enrollments.

DISTRICT OF COLUMBIA

Commission on Postsecondary Education
1329 E Street, NW, Suite 1023
Washington, D.C. 20004
Eloise S. Turner, Executive Secretary

New University Development

The University of the District of Columbia, established in 1976, is the only institution of public higher education in Washington, D.C. The university comprises six colleges — liberal and fine arts, education and human ecology, physical science, engineering and technology, life sciences, business and public management, and university college, as well as a graduate studies component and a division of continuing education. Diploma, certificate, two-year, four-year and graduate degree programs are offered in more than 125 academic vocational and technical areas. With the implementation of a consolidated academic structure in fall 1978, a new catalog to reflect the consolidated programs is being prepared for completion in August 1979. This is a part of the information being compiled for the reaffirmation of university accreditation scheduled for September 1979.

and Campuses

The university is housed in facilities at several locations throughout Washington, D.C. When completed in 1981, the upper northwest campus will include a media center, an auditorium, athletic fields, tennis courts and academic facilities for the colleges of physical science, engineering and technology, life sciences, and education and human ecology. The plan for a new Mount Vernon Square downtown campus provides for central administration, library and classroom and office facilities for the colleges of business and public management, liberal and fine arts, the university college and graduate studies. The university exercises an open admissions policy. Proof of high school graduation or satisfactory completion of the GED tests is required for admission.

Institutional Licensure

The D.C. Educational Institution Licensure Commission has authority to license all private education institutions in the District of Columbia — elementary, secondary and independent and proprietary postsecondary — and to serve as the state approving agency for veterans' benefits. Although legislation permits the commission to license all private postsecondary institutions, its relationship with the "domestic" institutions of higher ecucation chartered by Congress remains ambiguous. Because of limited staff, the commission currently exercises its licensure function only for degree-granting institutions. By Congressional authority, it is responsible to the Department of Licensing and Inspections, but the 1980 budget requests independent status within the Office of the Mayor.

Since the establishing legislation has proven to be inadequate and inappropriate in some areas, a new legislative package has been submitted. After approval, drafting of new licensure regulations will begin, but in the meantime the former regulations remain in effect.

Loan Defaults

Since the suspension of the D.C. guaranteed student loan program, loans have been available to residents under the D.C. federally insured student loan consortium program, supplemented by the D.C. assured access student loan program. A decision on reinstating the District-operated program has not yet been made. Collection efforts on the 3,706 defaulted loans under the D.C. program (as of June 1979), have resulted in the signing of 1,157 repayment

Student Aid

agreements committing a total of $2,789,851, with 650 cases referred for legal action. Strenuous collection efforts are continuing on the remaining defaulted loans and on the average of 50 new defaults arising each month. In 1978-79 the D.C. state student incentive grant program provided $928,000 to 1,300 District residents. The program has unrestricted portability, and in 1977-78, 797 recipients attended 110 institutions in 29 states, and 16 institutions in the District of Columbia. Workshops conducted under the federal State Student Financial Assistance Training Program were adjudged successful, and will be expanded upon in 1979-80.

Commission Activities

The Commission on Postsecondary Education continues its responsibilities for planning, postsecondary education data base maintenance and administration of the federal Titles IA and VIA. During 1978-79 the commission has undertaken a planning study of policies and mechanisms appropriate to the use of public funds for the education of D.C. residents at independent institutions of postsecondary education in the District. The 1979 Title IA program has provided training for elderly persons as paraprofessionals in the public schools and in cardiopulmonary resuscitation techniques, legal assistance to the handicapped and the development of articulation among university nursing programs and public school counseling and preparation for medical professions.

Consortium Cooperation

The Consortium of Universities of the Washington Metropolitan Area, now into its 15th year, continues to foster more effective cooperation among the member institutions as they become increasingly more involved in urban affairs. Efforts toward the elimination of unnecessary duplication, decrease in costs and increase in quality are continuing through the implementation of a carefully planned study to achieve these major objectives at the consortium institutions. At the local and federal levels of government the consortium has adopted policies for joint responses to pending legislation affecting the member institutions. In addition to collaborative activities, the consortium sponsors a number of joint programs such as the District of Columbia law students in court program, the national street law program, the National Center for Administrative Justice and a number of collaborative common purchasing enterprises. The consortium is the contractor with the Ohio College Library Center for networked computerized library cataloging and exchange.